

1977

Wofford College Catalogue, 1977-79

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Wofford College Catalogue

1977-79

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AUGUST, 1977

DIRECTORY FOR CORRESPONDENCE

The College in General.....	The President
Curriculum and Faculty.....	The Dean of the College
Admission to the College.....	The Director of Admissions
Student Life	The Dean of Students
Institutional Finance and Planning.....	The Director of Finance
Fees and Other Business Matters.....	The Controller
Alumni Interests	The Director of Alumni Affairs
Information Services, Publications	The Director of Information Services
Registration, Student Academic Records, and Summer Session	The Registrar
Gifts, Grants, and Bequests	The Director of Development
Scholarships and Other Financial Aid.....	The Director of Financial Aid

The mailing address is Wofford College, Spartanburg, South Carolina 29301.

The telephone number is (803) 585-4821.

Parents, students, alumni, and friends are cordially invited to visit the campus, and may inquire at DuPre Administration Building or Burwell Campus Center for information and assistance.

STATEMENT OF POLICY OF NON-DISCRIMINATION

Wofford College's policy of non-discrimination on the basis of race, creed, color, national origin or sex is in conformity with applicable federal laws and regulations.

DISCLAIMERS AND COMPLIANCE INFORMATION

Wofford College reserves the right to make changes in its calendar, regulations, fees and expenses, and courses.

The College makes every attempt to enforce the provisions of the Family Educational Rights and Privacy Act of 1974. This law, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them. It prohibits others, except faculty members or administrators who have "a need to know" and parents who claim their student-child as a dependent for tax purposes, from access to the student's records, unless that student signs a waiver. A policy statement is available upon request from the Registrar.

Certain regulations in this catalog do not apply to students receiving benefits from the Veterans Administration. An addendum which specifies those differences for the recipient of V.A. benefits is available from the Registrar.

ACADEMIC CALENDAR FOR 1977-78

1977		FIRST SEMESTER	
September	1	Thursday—Pre-session Faculty Workshop	
	2	Friday—Committee meetings and Faculty meeting	
	4	Sunday—Residence halls open	
	4-6	Sunday-Tuesday—Orientation for new students	
	6	Tuesday—Registration for new students	
	7	Wednesday—Registration for returning students	
	8	Thursday—Classes begin at 8:00 a.m.	
October	16	Friday—Last day for adding courses and registering	
	30	Friday—Last day for dropping courses	
October	21	Friday—Mid-semester grading periods ends	
November	23	Wednesday—Thanksgiving holidays begin at 5:30 p.m.	
	28	Monday—Thanksgiving holidays end; classes begin at 8:00 a.m.	
December	9	Friday—Last day of first semester classes	
	12-16	Monday-Friday—First semester final examinations	
	16	Friday—Holidays begin after final examinations	
1978		INTERIM	
January	8	Sunday—Residence halls open	
	9	Monday—Interim begins	
February	3	Friday—Last day of Interim	
		SECOND SEMESTER	
February	5	Sunday—Residence halls open	
	6	Monday—Registration for second semester classes	
	7	Tuesday—Classes begin at 8:00 a.m.	
	15	Wednesday—Last day for adding courses and registering	
March	1	Wednesday—Last day for dropping courses	
	17	Friday—Mid-semester grading period ends	
	24	Friday—Spring holidays begin at 5:30 p.m.	

April 3

May 12
15-19

20-21

June 12

July 14
17

August 18

ACA

1978
September 1

2

3-5

5

6

7

15

29

October 20

November 22

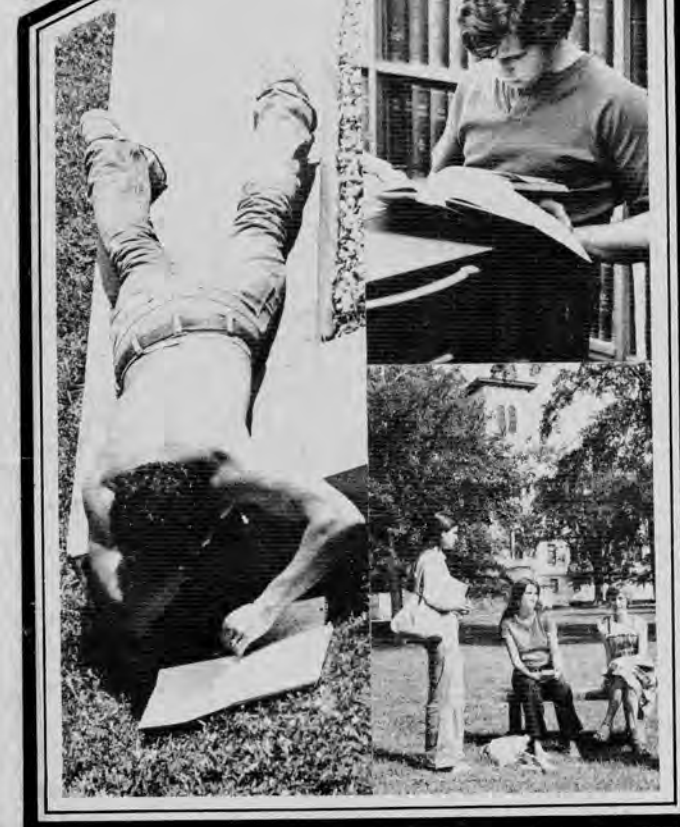
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December 8
11-15

15

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Friday—Holidays begin after final examinations

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ACADEMIC

INSTRUCTIONS

1977

September	1	Th
	2	Fri
	4	Su
	4-6	Su
	6	Tu
	7	We
	8	Th
	16	Fri
	30	Fri

October 21 Fri

November 23 We
28 Mo

December 9 Fri
12-16 Mo
16 Fri

1978

January 8 Su
9 Mo

February 3 Fri

February 5 Su
6 Mo
7 Tu
15 We

March 1 We
17 Friday—Mid-semester grading period ends
24 Friday—Spring holidays begin at 5:30 p.m.

Students from colleges other than Wofford are advised to secure the endorsement for taking course work at Wofford College from the college or university they are presently attending.

CLEMSON GRADUATE CREDIT

Students interested in graduate credit courses must write the Registrar of Wofford College for the Clemson Graduate Application Form and submit an official transcript from all colleges previously attended. No Graduate Record Examination scores are required unless the student intends to earn a graduate degree from Clemson University. All forms and transcripts are to be sent to The Registrar of Wofford College and not to Clemson.

ADMISSION PROCEDURES

All persons wishing to enroll in the summer school must follow the instructions on the application form in this folder. Students entering Wofford College for the first time who plan to receive a Wofford degree must be accepted by the Admissions Committee before they can enroll for either summer term.

ACADEMIC REQUIREMENTS AND PROCEDURES

Students are expected to familiarize themselves with the academic requirements of the College as detailed in the 1977-79 College Catalog. Detailed information concerning the College and course descriptions are in the College Catalog.

Monday—Spring holidays end; classes begin at 8:00 a.m.

Friday—Last day of second semester classes

Monday-Friday—Second semester final examination

Saturday-Sunday—Commencement activities

SUMMER SCHOOL 1978

Monday—First term begins

Friday—First term ends

Monday—Second term begins

Friday—Second term ends

ACADEMIC CALENDAR FOR 1978-79

FIRST SEMESTER

Friday—Pre-Session Faculty Workshop

Saturday—Committee meetings and Faculty meeting

Sunday-Tuesday—Orientation for new students

Tuesday—Registration for new students

Wednesday—Registration for returning students

Thursday—Classes begin at 8:00 a.m.

Friday—Last day for adding courses and registering

Friday—Last day for dropping courses

Friday—Mid-semester grading period ends

Wednesday—Thanksgiving holidays begin at 5:30 p.m.

Monday—Thanksgiving holidays end; classes begin at 8:00 a.m.

Friday—Last day of first semester classes

Monday-Friday—First semester final examinations

15 Friday—Holidays begin after final examinations

1979**INTERIM**

January	7	Sunday—Residence halls open
	8	Monday—Interim begins
February	2	Friday—Last day of Interim

SECOND SEMESTER

February	4	Sunday—Residence halls open
	5	Monday—Registration for second semester classes
	6	Tuesday—Classes begin at 8:00 a.m.
	14	Wednesday—Last day for adding courses and registering
	28	Wednesday—Last day for dropping courses
March	16	Friday—Mid-semester grading period ends
(Spring holidays to coincide with those of Spartanburg District 7 schools)		
May	11	Friday—Last day of second semester classes
	14-18	Monday-Friday—Second semester final examinations
	19-20	Saturday-Sunday—Commencement activities

SUMMER SCHOOL 1979

June	11	Monday—First term begins
July	13	Friday—First term ends
	16	Monday—Second term begins
August	17	Friday—Second term ends

DIRECTOR OF SUMMER SCHOOL
WOFFORD COLLEGE
SPARTANBURG, S. C. 29301



The College

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Permit No. 43

AIMS OF THE COLLEGE

The purpose of Wofford College is to function as a liberal arts institution of superior quality. Its chief concern is the development of an intellectual, spiritual, and aesthetic atmosphere in which serious inquiring minds of students and faculty alike will be challenged to a common search for truth and freedom, wherever that search may lead, and in which each person may become aware of his or her own individual worth while aspiring to high standards of learning and morality.

In such an environment all members of the Wofford community should develop intellectual curiosity, independence of thought, maturity of judgment, self-discipline, religious faith, and moral character so that they will be ever sensitive to the duties and responsibilities of good citizenship and render effective leadership and generous service to the communities in which they live.

This concept of liberal education is in harmony with the ideals of the United Methodist Church, to which the college is related, and should lead to a Christian philosophy of life among all who study and teach and work here.

Adopted by the Faculty, September 10, 1965, and the Board of Trustees, October 5, 1965.

HISTORY OF THE COLLEGE

The Reverend Benjamin Wofford, a local minister of the Methodist Episcopal Church, South, died in the town of Spartanburg, S. C., December 2, 1850. He left in his will a legacy of one hundred thousand dollars to the South Carolina Conference "for the purpose of establishing and endowing a college for literary, classical, and scientific education, to be located in my native district, Spartanburg." One-half of the legacy was to be laid aside as a permanent endowment.

A charter was given by the Legislature of South Carolina, December 6, 1851. Suitable buildings having been erected, a president and professors were elected November 24, 1853, and the College was opened August 1, 1854 with three faculty members and seven students. Since that time it has never been suspended, though for a period during the Civil War it was not above the grade of a classical school. At the close of the war, college classes were again organized.

The donation by Benjamin Wofford was exceptionally large at the time it was made. No Methodist in America had given so large an amount to religious or educational objectives. The will of the founder was clear, so that no difficulty or doubt has arisen in carrying out its few details.

LOCATION AND SURROUNDINGS

The College is located in the city of Spartanburg, which, with an

altitude of nearly 900 feet, possesses an unusually healthful climate. Spartanburg has also been long noted as a community with an exceptional social, intellectual, and religious atmosphere. Though a modern commercial city, it still retains the cultural advantages of a college community, offering from time to time opportunities for hearing outstanding leaders of the nation in the intellectual and artistic world.

BUILDINGS

Wofford College is proud of its physical plant, which includes thirty-five buildings, a stadium, several playing fields, and other athletic facilities. In the past few years, seven new structures, including the three-level Sandor Teszler Library, the Burwell Campus Center, and three residence halls which contain individual sleeping-studying rooms, have been built. Several other buildings have been completely reconstructed.

The College campus consists of about ninety acres.

THE COLLEGE LIBRARY

The Sandor Teszler Library is a three-level, air-conditioned building with seating accommodations for 385 readers. The building has been in service since the fall of 1969. On March 27, 1971, the library was dedicated and named for Sandor Teszler, a well-known textile leader.

There are more than 150,000 volumes in the general collections, including bound journals and microfilmed materials. The library regularly receives about 705 periodicals and newspapers and maintains extensive back files of journals for research. Books and journals are acquired and maintained to support the College's curricula.

In addition to the general collections there are approximately 6,000 volumes in the library's special collections, including important scholarly books of the 16th and 17th centuries. Checklists of portions of this collection have been published and the materials are becoming known and more accessible to scholars.

Also housed in the library are the Wofford College Archives, and the records and historical material of the South Carolina Conference of the United Methodist Church.

The various departments of the library are under the supervision of professional librarians, who are available to assist library users in locating material and in fully utilizing the library's resources.

The library houses the Wofford Library Press, which is used to instruct students in the book arts during the Interim. More than 50 books have been printed and bound on the premises since the press was established in 1970.

ACCREDITATION

Wofford College is fully accredited by the Southern Association of Colleges and Schools and is a member of several other recognized associations and accrediting agencies.

PHI BETA KAPPA SOCIETY

Wofford is one of two private colleges in South Carolina with a chapter of Phi Beta Kappa. The College was granted its Charter in August, 1940. The Wofford Chapter, Beta of South Carolina, was installed in January, 1941. Eligibility for membership in the Phi Beta Kappa Society is based upon scholarly achievements, high character, and special extracurricular intellectual attainments.

DEGREES

The College grants the degrees of Bachelor of Arts and Bachelor of Science. The College also confers appropriate honorary degrees.

THE CURRICULUM

As a liberal arts college, Wofford does not provide for a specialized education, but offers instead a broader, general education, with the opportunity for the student to achieve a degree of expertise in one field. After completing the "core" or general-education requirements, students at Wofford can major in one of several fields: accounting, biology, chemistry, economics, English language and literature, foreign languages, government, history, humanities, intercultural, interdepartmental, mathematics, philosophy, physics, psychology, religion, and sociology. Study is also possible in five fields in which majors are not offered: education, geology, military science, fine arts, and physical education. Furthermore, Wofford students may elect to complete majors at nearby Converse College in several areas not available at Wofford: e.g., art, education, music (liberal arts), theatre, classics, etc.

Students at Wofford may take certain combinations of courses which will prepare them for certification to teach in public secondary schools, and for admission into graduate schools and schools of law, medicine, veterinary medicine, dentistry, engineering, or theology.

The College recognizes that its stated purpose requires its students (1) to acquire knowledge of themselves, their environment, and man's institutions and relationships; (2) to develop competence in the use of the tools and techniques for learning; and (3) to discover a genuine zest and motivation for learning throughout their lives. The distinctive feature of a Wofford education is that it deals with attitudes and values,

as well as with facts and skills, in an atmosphere of Christian community. Wofford has modified its programs to include new and relevant material and approaches, but there has been little, if any, change in Wofford's concept of the purpose of and the reason for a liberal education.

The academic year at Wofford is divided into three parts: a fall semester of four months; an Interim, which occupies a winter month between the two semesters; and a spring semester of four months.

THE INTERIM

The Interim program at Wofford frees each faculty member and each student from many of the usual class commitments of the semester and permits each to concentrate for a month on a single project of his or her choosing. Interim projects are designed to move beyond traditional classroom courses and teaching methods, to consider important topics in relevant ways and places, to observe issues in action, to develop capacities for independent learning, and to encourage the responsible self-direction of educational development.

In the semesters, students and faculty take part in an educational program that seeks to embody and build upon the best accepted and proved traditions for offering and obtaining a liberal education. While that itself of course involves considerable use of new materials and new approaches at Wofford, the Interim program has innovation and experiment as its *keynotes*. The Interim permits and encourages teachers and students to explore the new and untried, and in so doing to run risks that cannot be justified in the semesters.

Each of these approaches has its particular merits. Their combination at Wofford offers students and faculty the benefits of both.

Upon successful completion of an approved Interim project, the student is awarded four hours of credit toward graduation. The "grade" designations of Pass with Honors, Pass, and Failure are used in noting the quality of each student's Interim work, and this system of evaluation, as well as the general philosophy of the Interim, allows students to participate in Interim projects for which they may not have full background, without incurring great risk of damaging the over-all picture of their academic performance. The required credit for Interim participation in which the student has been unsuccessful may be made up through special summer projects, during the course of which no other academic work may be undertaken.

Under certain limited circumstances, there is also opportunity for students to undertake independent Interim projects in the summer for original (i.e., not "make-up") credit.

In general, satisfactory participation in one Interim project for each

of a student's years of full-time academic work at Wofford is a requirement for graduation.*

FRESHMAN ORIENTATION PROGRAM

The Freshman Orientation Program has three unifying themes: Orientation to the academic world — especially as it exists at Wofford; orientation to the world of work — with emphasis on the relationship of Wofford's academic programs to careers; orientation to the problems of the world and the ways in which academics and careers impinge on those problems.

The program is coordinated by the director of the Center for Career Counseling and Cooperative Education who in turn enlists support from the academic departments, other administrative areas, and community agencies. Policy for the program is set by the faculty committee on the Freshman Orientation Program.

The Freshman Orientation Program is a part of the academic requirements for freshmen. Two semester hours of credit may be earned by successfully participating in two semesters of the program.

ARMY RESERVE OFFICER TRAINING CORPS

Enrollment in ROTC is entirely voluntary. Applicants must take a physical examination prior to enrollment in the advanced course. Both the basic course and the advanced course stress the development of leadership ability.

BASIC COURSE

The Basic Course is general in nature and is intended to provide the student with a basic knowledge of the functions, responsibilities, organizations, and history of the Army. It also provides the student with some of the basic skills that a soldier normally acquires during Basic Training. There is no military obligation incurred as a result of enrolling in the Basic Course.

ADVANCED COURSE

The Advanced Course is more comprehensive and detailed in scope than the Basic Course. It prepares the student for the responsibilities and obligations he incurs when commissioned a Second Lieutenant. Admission to the Advanced Course is very selective and highly competitive; not all who apply are accepted. The Army pays each cadet a monthly allowance of \$100.00 for participating in the Advanced Course. The stu-

*Specifically, each student must participate successfully in one Interim project for each twenty-seven semester hours of credit earned through course work at Wofford, or one project for each year of academic work here, for those students who complete all course-work requirements at Wofford in three years.

dent must accept a military service obligation to enroll in the Advanced Course.

ROTC ACTIVITIES

In addition to normal classroom activities, ROTC sponsors several extracurricular activities. These activities include the Wofford College Rifle Team, the Morgan Rigles Drill Team, the Wofford College ROTC Band, a Special Forces Company, Orienteering, Adventure Activities, the Military Ball, and a chapter of the National Military Honor Society of Scabbard and Blade.

COOPERATIVE PROGRAMS

The academic programs offered at Wofford are supplemented by a cooperative cross-registration arrangement between Wofford and neighboring Converse College. In permitting students at either institution to register on a space-available basis for certain courses offered at the other college the number and types of courses available to students are considerably increased, efficient use of educational resources is developed, and a fuller relationship between two colleges of similar purpose is fostered.

Wofford students also may enroll in major programs at Converse College which are not offered at Wofford. The possibilities include applied art, art history, classics, comprehensive science, contemporary humanities, elementary education, medical technology, music, special education, teaching of the deaf, and theatre. Similarly, Converse students



may enroll in Wofford major programs not offered at Converse.

In addition, Wofford has joined in cooperative programs with Spartanburg Methodist College in the area of law enforcement education, and with Columbia University, Georgia Institute of Technology, and Clemson University in two-degree five-year curricula in liberal arts and engineering.

Further information on cooperative programs is available elsewhere in the catalog or in the office of the Registrar or of the Dean of the College.

FOREIGN STUDY OPPORTUNITIES

In general, carefully planned programs of foreign study have been very successful and are highly recommended. Therefore, the College will permit a qualified student to study abroad (preferably in the Junior year) whenever it is felt that the student will benefit from such an opportunity.

Wofford has established with several foreign universities programs under which qualified Wofford students may undertake a semester of studies at that institution at generally no extra cost to them.

In addition, a number of programs for study abroad sponsored by colleges other than Wofford are open to our students. In the past, Wofford students in these programs have studied in Scotland, Austria, France, Spain, Mexico, and Germany.

A student contemplating such a program of study must consult the Registrar and the Dean of the College at Wofford. The specific courses in which the student plans to study must be approved by the Dean and the chairman of the department in which the student is majoring. After the student's grades have been evaluated by the Registrar and Dean, as much as thirty semester hours of credit may be granted for a year of full-time acceptable work. Proportionate credit will be granted for less than full-time work.

Various other opportunities for foreign study are available to Wofford students and the College encourages participation in them as well:

(1) The Wofford Interim program, which has involved students in study projects in many countries throughout the world.

(2) The Institute of Mediterranean Studies, with which Wofford is associated and which sponsors archaeological seminars in the Mediterranean area. Up to six semester hours of credit may be earned through this program. Further information may be obtained from the chairman of the religion department.

(3) Summer sessions at various locations around the world sponsored jointly by Wofford and several other colleges who are members of the Association of Colleges and Universities for International-Intercultural



Studies (ACUIIS). In these programs, Wofford students are afforded the unusual opportunity of spending a summer of study and travel abroad while at the same time earning up to nine semester hours of credit.

SUMMER SESSION

Each year the Summer Session at Wofford begins in early June and ends in mid-August. The Session is conducted in two terms of five weeks each, with the specific dates for 1978 and 1979 indicated in the academic calendar appearing in this catalog. For further information consult the Registrar.

PURPOSES

Some purposes of the Summer Session are:

1. To allow both college students and recently graduated high school students an opportunity to accelerate their work toward earning a bachelor's degree.
2. To encourage presently enrolled college students to make up any deficiencies they may have incurred.
3. To provide teachers with opportunities to take undergraduate course-work for certification.
4. To permit high school rising seniors to take college courses during the summer and receive college credit for these courses.
5. To offer through a cooperative program with Clemson University, graduate credit courses on the Wofford campus that may be used for teacher certification or applied toward graduate degrees.

CREDITS

Courses are given five periods a week, Monday through Friday, during each term and carry credit of three or four semester hours each. The length of the class sessions is one hour and forty minutes. The maximum credit a student may earn during a term is seven semester hours.

Various state boards of education have different rules for granting professional credits toward teachers' certificates, and teachers should acquaint themselves with these rules before enrolling in the summer courses. The State Department of Education in South Carolina has made a complete revision of certification requirements. The new requirements specify in some detail the educational training for certification. It should be noted that these requirements include professional courses in education and specialized training in content or subject matter.

During the Wofford Summer Session certain graduate courses will be offered with credit given by Clemson University. Interested persons should consult the Wofford Summer Session catalog for additional information.



Student Services

The offices of the Deans and the Registrar exercise general supervision of the student personnel program. Services provided through the admissions office, the residence halls, counseling and advising, extra-classroom activities, health facilities, the center for career counseling and cooperative education, and the placement center all exist to meet the needs and develop the capacities of the student.

The student activities program is coordinated by the Campus Union through the office of the Dean of Students. All funds for student activities are allocated through the Campus Union. The Student Affairs Committee, composed of faculty and students, approves and regulates all student organizations.

ORIENTATION

The Dean of Students is the director of the orientation of new and transfer students. The program is planned by an orientation committee consisting of faculty and student members.

Every new and transfer student will be informed of the date and time to arrive on campus, and will be instructed as to what to bring and where to report for the required orientation program. During this orientation period, new students become acquainted with each other, and with student leaders, faculty members, faculty advisors, the curriculum, campus facilities, and the College traditions, standards, and policies.

In the summer prior to entering Wofford, each new student is required to be on the campus, on one of several alternative dates, for pre-orientation activities and a full day of pre-entrance testing, whose results are used for advising, counseling, and course-placement purposes.

GUIDANCE AND COUNSELING PROGRAM

CENTER FOR CAREER COUNSELING AND COOPERATIVE EDUCATION

Both as a response to the increasing need of students for career guidance and in recognition of the importance of relating the unique qualities of liberal arts education to the world of work and careers, Wofford has developed a Center for Career Counseling and Cooperative Education.

The Center offers these services:

1. Provides career guidance and counseling for Wofford students and potential Wofford students;
2. Coordinates cooperative work-study programs in the community;
3. Seeks to lessen the incidence of needless attrition of students;

4. Provides Wofford's constituencies with information on the vocational relevance and importance of liberal arts studies;
5. Provides career information to Wofford faculty advisors.

COLLEGE COUNSELOR AND CAMPUS MINISTER

The College Counselor and Campus Minister conducts a wide range of counseling and ministering activities. His ministry is available to all persons in the College community (students, faculty, administration, staff, non-academic employees, and parents). He also administers programs which involve students in Christian service and witness.

PLACEMENT CENTER

The Placement Center performs basic placement functions for students, new graduates, and alumni.

TESTING AND RESEARCH CENTER

Wofford College provides testing and counseling services to assist all students in making a maximum adjustment to college life.

Vocational, aptitude, abilities, and personality testing assist students in assessing capacities and direction in life in order that their full potential is utilized in both their academic life and their career planning.

FACULTY ADVISING FOR FRESHMEN

Each freshman, prior to arrival at the College, is assigned to a faculty adviser. Freshmen will plan their programs with the assistance of the advisors. It is required, also, that freshmen, before each registration, consult the advisors about their programs of studies.

The advisor will be available during regular office hours for student conferences. The student should assume that the advisor desires to aid him or her with friendly, helpful counsel. At the same time the student should take the initiative in consulting the advisor about his or her personal and academic problems.

DEPARTMENTAL ADVISING

Each student is assigned to a departmental advisor as soon as his or her selection of a departmental subject for major work is approved. The departmental advisor is available at stated periods for student conferences. It is expected that the student will consult the advisor on all matters relating to his or her major and related work.

STUDENT HEALTH SERVICES

The College maintains on campus an infirmary staffed by a registered nurse, with College physicians on call. Preventive as well as remedial attention is given.

The medical fee paid by resident students entitles them to medical care for ordinary cases of sickness and accidents. Hospitalization in the infirmary is permitted for a limited time for minor illnesses when bed care is necessary. The fee does not provide, and the College does not assume, the cost of X-rays, special medications, special nurses, consulting physicians, surgical operations, laboratory tests, treatment of chronic conditions, convalescence from operation, or care in other hospitals.

A voluntary health and accident insurance policy is available on request. Each student will receive details on this program prior to registration each fall.

STUDENT EMPLOYMENT

Some part-time jobs on the campus are available to students who need financial assistance. Also, there are many opportunities for part-time employment in the city of Spartanburg. Students who are interested in securing such part-time employment should consult with the Director of Placement.

While many Wofford undergraduates hold part-time jobs, experience has shown that only exceptionally able freshmen students can hold regular outside employment and at the same time do satisfactory scholastic work. It is recommended that students come to college prepared to maintain themselves for at least the first half-year without the necessity of undertaking outside work.

PLACEMENT SERVICES

Wofford College is glad to assist seniors and alumni in securing jobs in fields appropriate to their interests and abilities.

In early fall, the seniors are given an opportunity to register with the Placement Center. Assistance is given students in preparing and making desired contacts for placement upon graduation by informing students of job opportunities, arranging interviews between employers and applicants, and helping students gather and present their credentials to prospective employers.

Representatives of various businesses and industries are invited to visit the College for discussion and personal interviews with students. The College, of course, does not guarantee a position, but makes every effort to assist alumni and seniors to obtain positions.

FINANCIAL AID FOR GRADUATE STUDY

Many graduate and professional schools offer excellent scholarships, fellowships, and assistantships for advanced study. Wofford takes pride

in the large number of its graduates holding such graduate scholarships. Chairmen of all departments are glad to help Wofford graduates secure such grants.

STUDENT REGULATIONS

Through the cooperative efforts of student leaders, faculty, administration, and the Board of Trustees, Wofford College has developed an exemplary Code of Student Rights and Responsibilities. The Code is printed in full in the Student Handbook distributed to all students at the beginning of the fall semester. Each student is expected to be thoroughly familiar with the Code and to keep it available for reference.

AUTOMOBILE REGULATIONS

All motor vehicles operated on campus must be registered with the Security Department at registration or within two working days after the vehicle is brought on campus. At the time of registering a vehicle, the operator will be given a copy of parking and traffic regulations, with which all are expected to be familiar and in compliance.

RESIDENT STUDENTS

All single full-time students, except those commuting daily from their homes or homes of relatives (i.e., grandparents, aunts, uncles or married brothers or sisters) are required to live in the College residence halls and to take their meals in the College dining hall. Exceptions may be granted by the College, upon application, in the following cases:

1. A student who is in active military service or who is a veteran of two years of military service.
2. A student who is regularly employed thirty-five hours or more each week and whose schedule would make living in the residence halls or taking meals in the dining hall impractical.
3. A student who for reasons of health, *certified by a physician or practicing psychologist*, cannot accommodate to residence hall living or who cannot receive a proper diet in the dining hall.

All resident students are required to board in the College dining hall. Day students may purchase meal tickets from the Controller.

Students taking fewer than nine semester hours must have special permission from the office of the Dean of Students to reside in the residence halls.

Upperclassmen who wish to retain rooms for another year must notify the Director of Housing in writing and make a \$100.00 room

reservation deposit by the end of the first week following spring holidays. This deposit is refundable if the Director of Housing is notified in writing prior to June 1 that the student does not plan to return.

Freshmen, insofar as facilities permit, are assigned with their requested roommates. The majority of the rooms are designated for double occupancy. A few single rooms are available. Fraternity lodges do not offer living quarters except for two house managers in each lodge.

Specially trained upper-class students are assigned to the residence halls to lead in the organization of the residence group and to aid the other student residents in the solution of problems.

All residence halls are equipped with basic furnishings: single beds, mattresses, dressers, desks, and chairs. Residents are expected to supply their own drapes, pictures, bedspreads, rugs, and lamps if they wish to have them. In addition, residents are responsible for furnishing their bed linens, blankets, and towels; these may be rented from a private firm which offers its service on the campus.

Students are expected to maintain financial responsibility for the loss of personal belongings through fire or theft.

RELIGIOUS OPPORTUNITIES

Wofford College, which for over a century was the South Carolina Methodist college for men, is a fully-co-educational Christian institution. It strives to create an atmosphere congenial to the development of Christian character both by general influence and direct instruction. It insists that members of the faculty be persons of religious character and that they cooperate sympathetically in maintaining and developing the religious life of the campus. In matter of academic instruction, its departments of Religion and Philosophy offer appropriate courses in Bible, ethics, and Christian history and thought. In their own religious development, students receive encouragement and guidance from the faculty, from religious programs and frequent public lectures, an annual period of Religious Emphasis, and the activities of student religious organizations.

STUDENT ACTIVITIES

The Code of Student Rights and Responsibilities states that "students may organize themselves into any groups they wish for whatsoever purpose they wish." To be a recognized or chartered organization, the group must be granted recognition, upon application, by the Student Affairs Committee.

ORGANIZATIONS

Listed below are duly-recognized organizations and their stated purposes:

Alpha Phi Omega: A national service fraternity.

American Chemical Society, Student Affiliates: To promote and extend the understanding and study of chemistry through fellowship with those who are concerned with this field.

Association of Afro-American Students: To provide a favorable political, social, and cultural environment for students; to help black students to learn to live as citizens in a changing society; to develop black student leaders; to open the campus to the black community.

Association for Wofford Women: To promote the interests of women students at Wofford College.

Baptist Student Union: To provide religious activities for students through Bible study, discussions, retreats, and conferences.

Block W Club: To recognize varsity participation in athletics.

Blue Key National Honor Fraternity: An honorary fraternity for juniors and seniors who are recognized for academic and extracurricular leadership.

Campus Christian Association: To develop the Christian community on campus and provide a means for spiritual growth for the individual members.

Campus Re Union: To emphasize aesthetics.

Dance Band: To study band literature with emphasis on ensemble training. Additional activities include Pep Band for sports events, ROTC functions, and the Mardi Gras Parade.

Delta Phi Alpha: An honorary fraternity whose purpose is to honor excellence in the study of German and promote understanding of German literature and culture.

Economic Society: To provide a forum for free and open discussion of economic concerns of importance, to supplement the classroom offerings in economics, and to provide an outlet for student ideas.

Fellowship of Christian Athletes: To confront athletes and through them other youth with the challenge and adventure of accepting Jesus Christ as Lord and Savior.

Hyperopics: To promote truth across disciplinary lines.

Morgan Rifles: The Wofford Drill Team, whose purpose is to instill a maturity of mind by developing leadership traits and self-reliance coupled with physical coordination.

Phi Beta Kappa: To elect and honor persons eligible on the basis of scholarly achievement, high character, and special extracurricular intellectual attainments.

Pi Gamma Mu: An honorary fraternity whose purpose is to improve scholarship in social studies and inspire social service to humanity by an intelligent approach to the solution of social problems.

reservation deposit by the end of the first week following spring holidays. This deposit is refundable if the Director of Housing is notified in writing prior to June 1 that the student does not plan to return.

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Pi Gamma Mu: An honorary fraternity whose purpose is to improve scholarship in social studies and inspire social service to humanity by an intelligent approach to the solution of social problems.

Pre-Medical Society: To acquaint pre-medical students with the field of medicine and further their interest in the profession.

Psi Chi: An honorary fraternity whose purpose is to further interest and educational inquiry into all aspects of scientific psychology.

Rugby Club: To participate in playing rugby with other clubs, and to enhance the feeling of school spirit and sportsmanship.

Scabbard and Blade: A national honorary fraternity whose purpose is to honor advanced military science students for outstanding scholastic and leadership qualities.

Senior Order of Gnomes: To gather together and recognize two to four of the most prominent and influential members of the senior class.

Society of Physics Students: To promote the advancement and diffusion of knowledge of the science of physics and the encouragement of student interest in physics throughout the academic and local communities.

Sigma Delta Pi: An honorary fraternity whose purpose is to honor students for excellence in the study of the Spanish language.

Society for the Conservation and Study of Reptiles and Amphibians: To promote a better understanding of reptiles and amphibians and to support conservation measures directed toward the preservation of reptiles and amphibians.

Theatre Workshop: To provide an outlet for Wofford students to express themselves through the dramatic arts.

Veterans Association: To assist veterans on the Wofford campus in all affairs pertaining to their scholastic welfare; to have a fellowship of kindred spirit; to increase veterans' participation in Wofford campus activities; and to continue the spirit of patriotism and loyalty to God and country.

Whitewater Club: To develop appreciation for ecology and skills in canoeing and kayaking whitewater.

Wofford College Campus Union: All students are members of the Campus Union, whose purpose is to co-ordinate the various aspects of campus life through the student assembly and the various committees.

Wofford-Converse Ski Club: To teach beginner skiing, promote skiing safety, organize planned trips to ski resorts, and host social functions for members and their guests.

Wrestling Club: To provide wrestling for all those students interested.

Young Democrats Club: To provide an organization for students who are Democrats to express themselves politically.

SOCIAL FRATERNITIES

Interfraternity Council is the executive council for all the national Greek

fraternities on campus. This group arbitrates fraternity disputes and handles all interfraternity social affairs in addition to administering fall rush.

The nine social fraternities at Wofford are:

Delta Sigma Phi	Pi Kappa Alpha
Kappa Alpha	Pi Kappa Phi
Kappa Sigma	Sigma Alpha Epsilon
Omega Psi Phi	Sigma Nu
	Zeta Tau Alpha

MUSICAL ORGANIZATIONS

Glee Club — Designed to give qualified students the opportunity to develop and use choral music skills. This group makes numerous public appearances and participates in a spring tour.

Wofford College Mixed Ensemble — A co-educational choral group which often appears with the Glee Club in addition to making separate public appearances.

Band — Designed to give students with previous instrumental experience an opportunity to develop their musical skills through rehearsals and public appearances.

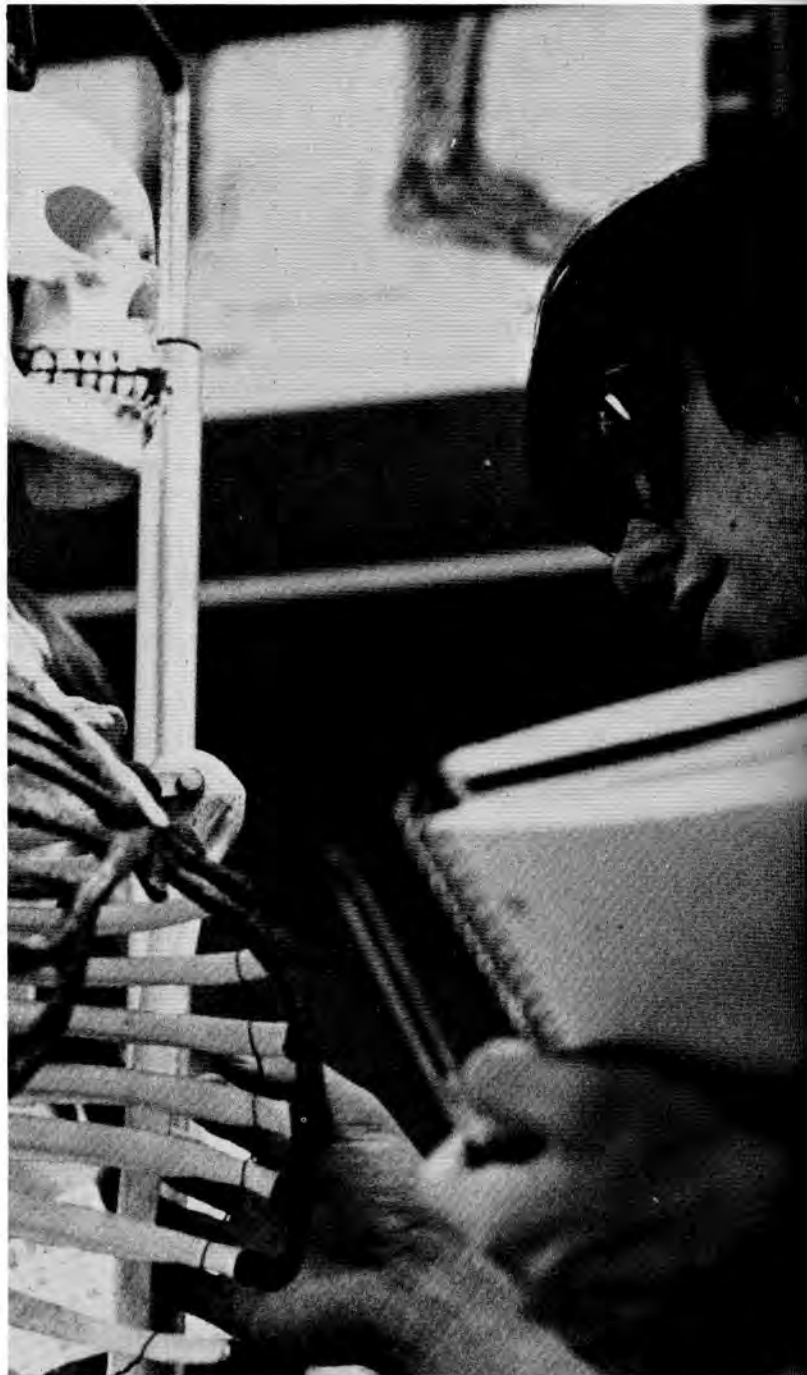
ATHLETICS

Intramural Sports — A program providing for the organization and participation of intramural teams in various sports, including softball, touch football, and basketball. All students are urged to participate in these sports because of their influence upon the building of healthy bodies and the development of character.

Intercollegiate Athletics — A program of intercollegiate athletics is recognized as an important part of college life, and because of its educational values, the College gives its encouragement and direction. The College believes in high amateur standards for intercollegiate athletics. The College is a member of the National Association of Intercollegiate Athletics, and the College conforms to the rules and requirements of this association. Wofford fields intercollegiate teams in football, basketball, baseball, track, tennis, golf, soccer, and riflery.

PUBLICATIONS

The College Committee on Publications exercises financial control over the three principal student publications and the campus radio station, and elects their editors-in-chief, business managers, and station managers. However, the Committee is at the service of the student staffs for suggestions or advice concerning their work.



Publications under the jurisdiction of the Committee are *The Old Gold and Black*, a weekly newspaper; *The Journal*, a literary magazine; and the *Bohemian*, a yearbook.

The publications afford, to those students who have special aptitude for such matters, excellent training in journalism and in business management. Interested students are assisted and encouraged by the faculty in their efforts.

The Old Gold and Black, edited by the students, keeps the record of the news and happenings of the campus, together with editorial comments and interpretations of matters of special interest to students.

The Journal, established in 1889, is a magazine intended to represent the best intellectual life of the student body. In addition to its editorials, it publishes stories, poetry, and serious essays. The method of treatment is literary in character. It is published four times during the school year.

The *Bohemian* is an illustrated volume published annually near the close of the year by the student body. It is a record of all student activities and achievements for the current year — literary, scholarly, athletic, social, and religious — and its illustrations include photographs of various groups, college organizations, and campus scenes and buildings.

Rules governing student publications are printed in the Code of Student Rights and Responsibilities.

AWARDS, PRIZES, AND MEDALS

The following awards are given:

Departmental Awards — Given by the various academic departments to outstanding seniors for academic excellence.

The W. Norman Cochran Citation — Given for excellence in the field of publication.

Charles E. Cauthen Award — Given to a member of the Kappa Alpha Order for academic achievement.

Helmus Poetry Prizes — For outstanding achievement in the writing of poetry.

Journal Awards — For outstanding achievement in the writing of short stories.

Music Awards — For outstanding achievement in the performance of choral and instrumental music.

American Legion Award — Given to a senior for demonstration of academic excellence, courage, and campus citizenship.

Outstanding Citizen Award — Given by the Alumni Association to the senior who has made the greatest contribution in service to the College.

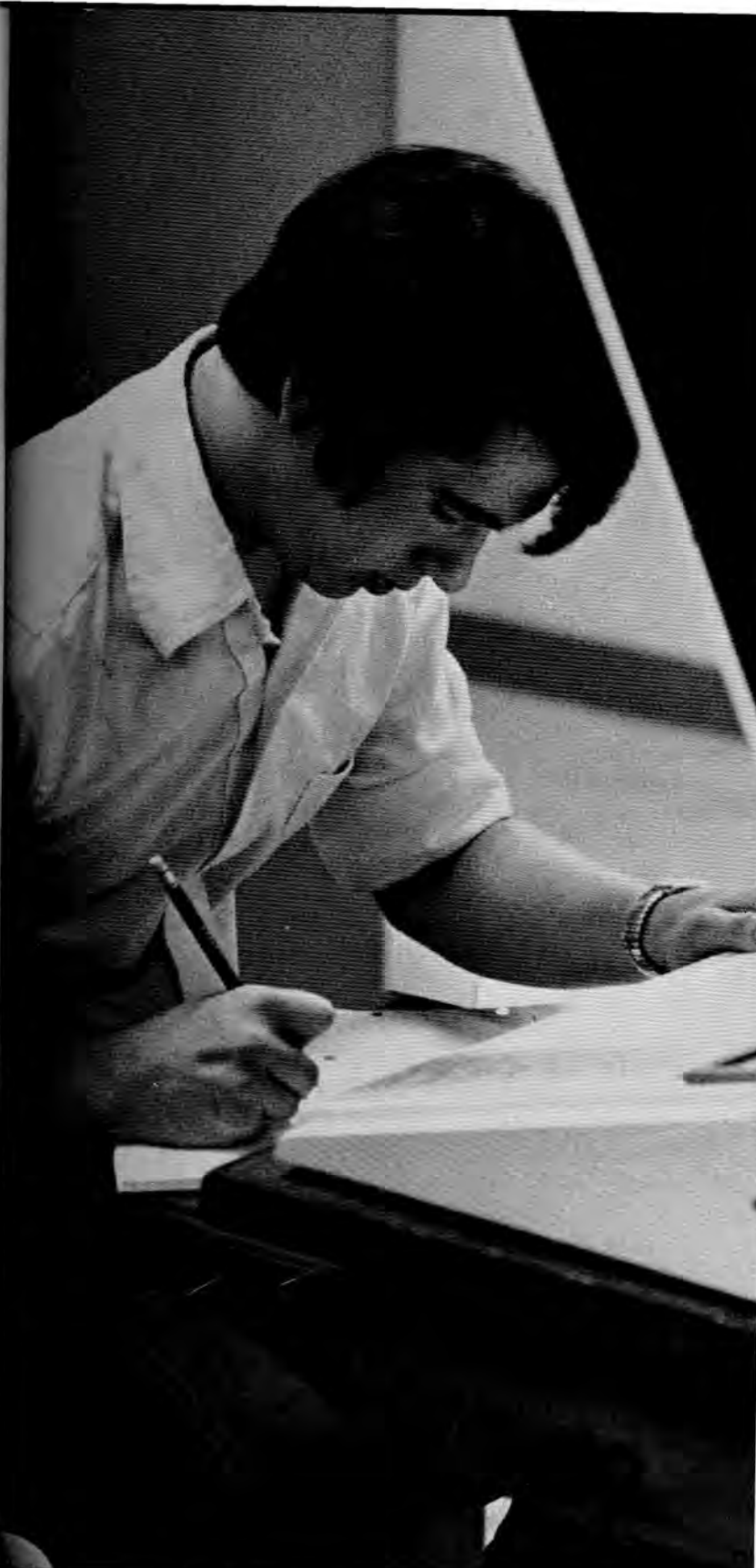
Who's Who Among Students in American Universities and Colleges — An honor bestowed upon a select group of Wofford seniors is election to Who's Who Among Students in American Universities and Colleges. Factors considered include excellence and sincerity in scholarship, leadership, participation in extracurricular and academic activities, campus citizenship, and service to the school, and promise of usefulness to business and society. Selection is through secret ballot by a committee representing the administration, faculty and student body; the program is administered by the Student Affairs Committee.

The Algernon Sydney Sullivan Award — Bronze medallions awarded annually by the College through the benefaction of the Southern Society of New York to a senior student and one other person who is not a student of the institution, who need not be a graduate of any college or university, but who shall have some interest in, association with, or relation to the awarding institution, official or otherwise, of a nature to make this form of recognition by the institution obviously appropriate and insure the recipient's proper appreciation of the award. The awards are based solely on the recognition of nobleness and humanitarian qualities of character.

The Mary Mildred Sullivan Award — Awarded to a senior student and one other person who is not a student of the institution. The award was established in her name by those who knew her intimately in life because her character may well be studied for its influence, she having been a woman of rare gifts, all guided by a heart overflowing with love into an active and full life of unending benevolence in the service of mankind.

William Stanley Hoole Award — Named after Mr. William Stanley Hoole, class of 1924 and captain of the 1923 Wofford College football team. Awarded annually to the member of the Wofford College Block W Club with the most outstanding academic record.

The William James McLeod Award — A silver bowl and an honorarium presented annually to a graduating senior whose leadership contributions at Wofford College best typify the ideals of dedicated and responsible service exemplified by the life of William James McLeod, a merchant and farmer of Lynchburg, South Carolina, who served his nation as an infantry officer, his state as a public official, the church as a Methodist layman, and Wofford College as a member of its first Board of Advisors from 1888 to 1890.



Admissions

Wofford College is a co-educational institution open to admissible students of good character who can demonstrate the potential for college-level work in the environment fostered at Wofford. The College seeks students who are ready to assume responsibility for their own lives — for their personal behavior, their search for human understanding, and their learning, and who come from a diversity of racial, economic, and geographic backgrounds.

DATES OF ENTRANCE

Freshmen and transfer students may enter in September, January (Interim), February, June, or July.

APPLICATION PROCEDURES

Application materials will be sent on request. Wofford's application packet consists of:

1. APPLICATION FOR ADMISSION

All persons seeking admission must complete the Application for Admission. It is to be returned with a non-refundable \$15.00 fee to the Admissions Office.

2. TRANSCRIPTS REQUIRED

- a. All freshman applicants must submit ONE transcript of their high school record sent directly from the present or last high school attended.
- b. Transfer applicants must have a transcript sent directly from the last college attended.

3. EXAMINATION RESULTS

All freshman applicants are required to submit results from the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). Achievement Tests for freshmen in two fields of interest are recommended but not required.

4. GUIDANCE COUNSELOR'S EVALUATION

- a. Freshmen — a Guidance Counselor's Evaluation form is required. It should be returned to Wofford by the high school along with the transcript.
- b. Freshmen and transfers — It would be helpful, but is not required to have a letter of recommendation submitted by a minister, teacher, Wofford alumnus, etc.

5. MEDICAL HISTORY AND PHYSICAL EXAMINATION

All approved applicants will receive a Medical History and Physical Examination Form at the time of acceptance. This required form

must be filled out by a physician, and it must be mailed by the physician to the Admissions Office as soon as possible after notification of acceptance.

PERSONAL INTERVIEWS AND CAMPUS VISITS

Although personal interviews are not specifically required, interested students are urged to visit the campus and talk with representatives of the College. In order that such visits might be as informative as possible, we suggest that arrangements be made through the Admissions Office at least one week in advance. Interviews may be scheduled on week days from 9 a.m. to 4 p.m. and on Saturdays from 9 a.m. to noon. The Admissions Office telephone number is (area code 803) 585-4821, extension 275. On an invitation basis the College has organized hospitality visitation programs twice a year for high school juniors and seniors. Because of limited accommodations, applicants may be guests of the college once in their junior year and once in their senior year. For further information about the program, contact the Admissions Office.

NOTIFICATION, REPLY DATES, AND RESERVATION DEPOSITS

Applicants will be notified of the decision of the Committee on Admissions as soon as it has taken action on completed applications.

Because it is helpful to our overall planning, accepted students who are certain that they intend to enroll at Wofford are requested to notify us as soon as possible after their decisions have been made, but in any event the College does subscribe to the May First Candidate's Reply Date for students entering in September. Students who are accepted after May first must submit their reservation deposits within two weeks after the dates of their having been accepted. The written acceptance of our offer of admission must be accompanied by a \$100.00 deposit for resident students and a \$50.00 deposit for day students. These deposits, creditable against comprehensive fees for the first semester, are not refundable after May first.

STANDARDS FOR ADMISSION

The Wofford student body comes from a diversity of secondary school backgrounds. Thus, the Committee on Admissions does not prescribe a rigid set of course requirements for admission. Rather, each individual applicant is judged on his or her merit as a potential Wofford student. The preparatory courses listed below are recommended and specific omissions should in no way discourage the applicant from applying.

Applicants for regular admission should submit 16 acceptable units upon graduation from high school. Ordinarily, these units should include:

English	4 years
Mathematics	2 years
Science (laboratory)	2 years
Foreign Language	2 years
Social Studies	2 years

Desirable electives are a third or fourth year in a foreign language and an additional year in mathematics or science.

An applicant who has not met these recommendations, but who otherwise has a reasonably good academic record, is encouraged to apply. The Committee on Admissions will give full consideration to his or her promise as a Wofford student.

The personalized admissions program at Wofford is really a subjective one. In reaching each of its decisions, the Committee on Admissions pays particular attention to the nature of the applicant's high school, the courses taken, class rank, test scores, and extracurricular activities, the guidance counselor's recommendation, and the Wofford admissions counselor's recommendation.

ADMISSION OF NON-HIGH SCHOOL GRADUATES

Students who have completed a minimum of 14 acceptable units in high school and who desire to enter college without having previously obtained a high school diploma or certificate will be carefully considered by the Committee on Admissions with the following guidelines as general policies:

1. Twelve of the 14 units must have been in the area of college preparatory work and must have been completed at an academic level of good to superior.
2. As a minimum, the standardized test scores should total above the average total scores of the present freshman class at Wofford.
3. As evidenced in an interview with a member of our admissions staff, the applicant must possess maturity of thought and social behavior compatible with that of the age group with which he or she will associate in college.
4. The applicant must be recommended by an appropriate high school official for consideration to take this unusual educational opportunity.

Other persons who have obtained, by means other than the normal procedure, the equivalent of the requirements for admission will be considered on an individual basis. Consult the Director of Admissions for further information.

SPECIAL ACADEMIC PROGRAM FOR STUDENTS TO COMBINE HIGH SCHOOL SENIOR AND COLLEGE FRESHMAN COURSES

In two ways Wofford College makes it possible for qualified students to combine the last year of high school with the freshman year in college.

PROGRAM I

For rising high school seniors, Wofford College offers the Summer Advancement Program, which will allow qualified students to attend Wofford, taking regular college courses, during the summer preceding their senior year.

Credits earned in these courses may be applied toward the student's record should he or she enter Wofford as a full time student upon graduation from high school. Transfer to other colleges of credits earned during the Wofford Summer Advancement Program is subject to the approval of such institutions.

The program will provide qualified high school students an excellent opportunity to become acquainted with college work and it will assist them in selecting for the senior year of high school certain courses of study which will improve their background for college level courses.

Eligibility for the Summer Advancement Program is based on high school academic performance and recommendations from guidance counselors and teachers, with consideration given also to standardized test scores. Admission is granted on an individual basis, but a general guideline for eligibility is that the applicant should rank in the top quarter of his or her high school class. Application may be made by writing to the Director of Admissions, Wofford College.

The Summer Advancement Program is implemented within the same calendar as the Summer Session. Classes are conducted Monday through Friday during each of two five-week terms.

PROGRAM II

Area high school students in their senior year are encouraged under certain conditions to take one or two courses each semester from the freshman curriculum at Wofford. Credits earned in these college courses may count toward meeting requirements for an undergraduate degree from the College. To qualify for this program the student must meet the following conditions:

1. The applicant must rank in the upper half of his or her class through the junior year in high school in college preparatory courses and must be classified as a senior.
2. The senior must have taken standardized achievement testing (S.A.T. or A.C.T.) prior to enrolling in this program and must have



scored above the average total score of the present freshman class at Wofford.

3. As evidenced in an interview with a member of our admissions staff, the applicant must possess maturity of thought and social behavior compatible with that of the age group with which he or she will associate in college.

4. The applicant must be recommended by an appropriate high school official to take advantage of this unusual educational opportunity.

TRANSFER FROM ANOTHER INSTITUTION OF HIGHER LEARNING

Candidates submitting evidence of studies successfully pursued in another institution of higher learning are eligible for admission with advanced standing, provided they are eligible for readmission to the institution last attended and meet the regulations governing admission of students to Wofford College. Students with unsatisfactory academic or conduct records at other institutions are considered only if there are extremely extenuating circumstances and/or time intervals (such as military or work experience) that would give clear evidence to our Committee on Admissions that admission should be granted.

Applicants for admission who have attended other colleges must submit to the Registrar of the college they last attended or are presently attending a request that a transcript be sent directly to the Director of Admissions at Wofford. These applicants should also request that supplementary transcripts be submitted at the conclusion of their work. The Committee on Admissions may also require high school transcripts for those applicants who have been in attendance at institutions of higher learning less than one full year. Failure to submit prior records may constitute cause for dismissal from the College.

When questions arise regarding the equivalency of a course taken elsewhere to a course offered at Wofford, the chairman of the Wofford department concerned determines acceptability of the course.

The maximum amount of credit acceptable on transfer from a junior college is sixty-two semester hours, exclusive of credit in basic military science or physical education. Transfer students should be reminded that the senior year of work (30 semester hours) must be completed at Wofford College.

Students attending certain technical institutes and taking programs leading to an Associate of Arts or Associate of Science degree may receive credit toward a degree at Wofford College. For further information consult the Registrar.

ASSOCIATE DEGREE ADMISSIONS PROGRAM

Wofford offers advanced admission to qualified graduates of selected junior colleges. Graduates of these junior colleges in specified associate degree programs may graduate from Wofford by earning 62 semester hours with a C average or better. A major must be completed and Wofford's core requirements must be met within the 62 hours.

READMISSION OF FORMER STUDENTS

A student who has withdrawn from Wofford and who wishes to return must apply to the Registrar for readmission. If a student has attended any other institution(s) of higher learning during the absence from Wofford, official transcripts of work undertaken there must be submitted, together with statements of honorable dismissal from the other institution(s).

CREDITS FOR NON-TRADITIONAL EDUCATION

There are three testing programs through which students, particularly entering freshmen, may earn exemption and credit for required or elective courses. Each of the three testing programs (described below) accomplishes generally the same purpose and, therefore, it is not necessary to take the same test in more than one program. Any student who has doubt about which test should be taken to exempt and receive credit for a specific course should consult the Registrar.

No more than thirty semester hours of credit may be earned through any one program or combination of programs.

COLLEGE LEVEL EXAMINATION PROGRAM — CLEP

Within this testing program are two categories of tests. The General Examinations measure general knowledge in the areas of English Composition, Humanities, Mathematics, Natural Science, and Social Science-History. The minimum score acceptable on these tests is the 40th percentile and credit cannot be accepted from the student after he or she has matriculated at Wofford College. The subject Examinations are designed to measure achievement in particular courses. Minimum scores are recommended annually by the Council on College Level Examinations but are near the 50th percentile.

ADVANCED PLACEMENT — AP

The College accepts for exemption and credit scores of 3 or higher on tests taken in this program except in the case of the chemistry department which requires a departmental test for validation. The high school junior or senior should consult his or her guidance counselor about taking such tests.

COLLEGE PLACEMENT TEST PROGRAM — CPT

First-year students are given the opportunity during the summer before entrance to take standardized College Placement Tests through which they may earn exemption and credit for a number of courses. These tests are similar to CEEB Aptitude and Achievement examinations and are scored on the same scale. Minimum acceptable scores are reviewed and established annually. Students with questions regarding CPT should consult the Registrar. The CPT opportunity is no longer available after the student has matriculated and begun his or her college work. It is a pre-entrance program only.



DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT—DANTES— AND CORRESPONDENCE COURSES

The College will accept as many as thirty hours of DANTES credits and as many as twelve hours of credit through correspondence courses that are conducted by a regionally accredited university or college. However, correspondence work is not accepted after the student matriculates at Wofford College.

The Registrar will post DANTES and correspondence credits to the student's transcript only after the student has passed fifteen hours of course work at Wofford College.

MILITARY EXPERIENCE AND SCHOOLS

Former enlisted personnel who have served at least six months on active service in the armed forces may be granted three hours credit for that experience. If they served for two years or more, they may receive six hours credit. Officers may receive up to 18 hours credit, which is equivalent to the number of hours a cadet in the College's ROTC Program must earn to be commissioned. Under no circumstances will these credits be granted in addition to ROTC hours or basic P.E. hours previously or subsequently earned.

College credit is awarded for some military service schools that are recommended by the American Council on Education's, *"A Guide to the Evaluation of Educational Experiences in the Armed Services."*

Wofford demonstrates its interest in military personnel who wish to continue their education under programs such as "Bootstrap" by a liberal evaluation of previous academic and military experiences.

EDUCATIONAL OPPORTUNITIES FOR NON-TRADITIONAL APPLICANTS

As suggested above in the statements of College policy on the acceptance of credit based on CLEP, DANTES, correspondence, and military experience, Wofford College encourages individuals who are beyond the traditional post-high school stage in age and/or background, and especially military veterans or career military personnel, to pursue an educational program leading to and undergraduate degree. So that the College can outline specific academic programs and provide counsel in general, we urge people who are interested in these educational possibilities to confer on campus with the Director of Admissions and the Registrar, if possible, and to submit their credentials for evaluation in any event.

Inquiries are welcomed by the Registrar, who provides the official evaluation of previously-earned credits.



FEES

For each academic year, the College establishes comprehensive, or all-inclusive, fees for resident and day students. Comprehensive fees do not cover the entire cost of the college program. More than \$700 per student is provided each year from endowment earnings and from annual gifts from United Methodist churches, alumni, parents, businesses, and other friends of the College. For the 1977-78 academic year, comprehensive fees will be \$4,220 for resident students and \$2,715 for day students.

Method of payment is as follows:

	Payable at the beginning of:	
	Fall Semester*	Spring Semester
Resident students	\$2,320	\$1,900
Day students	\$1,495	\$1,220

The comprehensive fee includes tuition and student activities fees, and in the case of resident students includes room, board, and limited infirmary care. It provides for each student one copy of the college annual,** subscriptions to other student publications, admissions to "at home" athletic events, and participation in all organizations and activities that are intended for the entire student body. No assessment by classes or by the student body can be made except by special permission of the Administration.

Fees do not include foreign trips or other off-campus travel or subsistence during the Interim.

Students enrolled in courses totaling less than nine semester hours pay tuition on a credit-hour basis. The current charge per credit hour may be obtained from the Registrar or the Controller.

Persons other than full-time students are charged for auditing a course. The current charge may be obtained from the Registrar or the Controller.

Summer session fees are shown in the summer session catalog.

REGULATIONS REGARDING PAYMENTS

1. Comprehensive fees are due and payable upon registration at the beginning of each semester and no student is admitted to classes until arrangements concerning their payment have been made with the Controller. Various deferred payment arrangements, with interest, are available. If permission is granted for deferred payments through the College, a charge of 1% on the unpaid balance will be made at the end of each month.

*Includes the Interim, which for billing purposes is considered a part of the fall semester. Students entering Wofford at the beginning of the Interim rather than at the beginning of the spring semester will also pay these amounts.

**The annual staff has the authority to make additional charges for personal photographs which appear in the yearbook.

2. Refund of any portion of the comprehensive fee will be made only in case of permanent withdrawal from or other separation from the college and on the following basis:

When the student has been enrolled	Portion of Comprehensive Fee Refunded
Two weeks or less of the semester	80%
From two to four weeks of the semester	60%
From four to six weeks of the semester	40%
From six to eight weeks of the semester	20%
Over eight weeks of the semester	0

3. All accounts with the College must be settled no later than 5:00 p.m. on the Friday just prior to each semester's final examinations. If a student's account is not paid in accordance with a deferred payment arrangement or if the account is not settled in full by the time and day indicated herein, the student will be separated from the college.

4. Transcripts will not be issued by the Registrar to or for students or former students who have not settled all financial obligations to the College, including timely payment of any loan fund notes.

5. A charge of \$5 will be made for each special examination arranged for a student.

6. In all laboratory courses, students are required to pay the cost of replacement of apparatus and materials broken or damaged.

RESERVATIONS DEPOSITS

Reservations deposits are required for both resident and day students. The amount of the required deposit is \$100 for resident students and \$50 for day students. The deposit is credited to the student's account and is therefore deducted from the comprehensive fee due at the time of registration.

Reservations deposits made by entering freshmen and transfer students are non-refundable after the May 1 Candidate's Reply Date.

Currently-enrolled students who plan to return to the College for the fall semester are expected to pay their reservations deposits during the spring semester after notification by the Dean of Students. In the case of resident students, a room assignment for the fall semester will not be made until the required reservation deposit is received. Because of limited space, the deposit must be made when due to confirm a room assignment. Reservations deposits made by currently-enrolled students are refundable on or before June 1 if the Dean of Students is notified that the student does not expect to return for the fall semester.

FINANCIAL ASSISTANCE

Wofford College offers a variety of financial assistance with different stipulations placed upon the various forms of financial aid available to applicants. Some financial aid is awarded entirely on the basis of scholarship; some upon financial need; some is based upon leadership qualifications; others upon athletic prowess; some upon career plans; and some scholarships combine all these qualifications.

In other cases, particularly when the applicant has no special preference or qualifications, the College will arrange for a "package aid" plan which consists of a scholarship, a loan, and/or work scholarship. All financial aid is renewable from year to year only if the student's academic work is satisfactory. Application for financial aid should be made with the Director of Financial Aid.

Through the generous gifts of endowed scholarship funds by friends of the College several scholarships have been established for deserving students. These scholarships are supported by the income from invested funds. All scholarship endowments are held in trust and are kept separate and distinct from other holdings of the College. All income is applied in accordance with the terms of the gifts.

All scholarships are awarded for one year and are to be used exclusively in the payment of college fees. The holder of any endowed scholarship in one year may apply for a renewal of this scholarship for the succeeding year; renewal may or may not be granted, depending in part upon whether the holder has maintained a cumulative average grade of at least "C".

A student enrolled in the College, or any prospective student, may apply for a scholarship. No award, however, will be made formally to a prospective student until application for admission has been made, all necessary credentials presented, and notification of acceptance given.

The College reserves the right to withdraw the grant of a scholarship at the close of any semester, from a student whose grades were below a "C" average in that semester satisfactory and who, for any other reason, is regarded as not in accord with the ideals and standards that the College seeks to maintain.

No scholarship grant will be granted to help defray the expenses of a student enrolled in the Summer Session.

No scholarship grant, or combination of such grants, can be larger than the College's comprehensive fees.

All applications for scholarships should be made on forms available from the Director of Financial Aid.

ARMY ROTC SCHOLARSHIP PROGRAM

The United States Army offers financial assistance in the form of four-year, three-year, two-year, and one-year scholarships to outstanding

persons who are interested in the Army as a career. Each scholarship provides for tuition, textbooks, and laboratory fees, in addition to pay of \$100.00 per month for the period that the scholarship is in effect. Four-year scholarships are open to all students. Applications for these scholarships need to be made not later than the 1st day of January prior to the student's entering as a freshman. The other scholarships are available to those students enrolled in ROTC.

WORK SCHOLARSHIPS

A limited number of work scholarships for students are available on the campus. Application for such scholarships should be made on forms available from the Director of Financial Aid.

MINISTERIAL SCHOLARSHIPS

Ministerial students and children of Methodist ministers may, upon application to the Director of Financial Aid, receive grants in aid in accordance with the following schedule:

Ministerial students, all denominations:	per school year
Resident student	\$500
Day student	\$300
Children of Methodist ministers:	
Resident student	\$500
Day student	\$300

A student preparing for the ministry and accepting grants under the above provisions will be required to sign notes which will be cancelled upon his or her being received into full connection with the United Methodist Conference or being commissioned under the General Board of Missions of the United Methodist Church or being ordained in churches of denominations other than Methodist. Only one of the above scholarships may be granted to a student during any academic year.

If a student is awarded other financial aid based on need, the total financial aid package, including assistance to children of Methodist ministers, cannot exceed calculated need. If the student has no financial need the award may be made but not in combination with other Wofford College scholarships awarded on a merit basis (Daniel, McAlister, Anna Todd and Benjamin Wofford, etc.).

The term "Methodist minister" refers to Methodist ministers in full connection with a United Methodist Conference and to approved supply pastors currently serving full time in the South Carolina Conference.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS: A PROGRAM OF DIRECT AWARDS

For the first time in the fall of 1966, colleges and universities made

available Educational Opportunity Grants to a limited number of undergraduate students with financial need who required these grants to attend college. The name was changed in 1972 to Supplemental Educational Opportunity Grants. This grant is for students of exceptional financial need who without the grant would be unable to continue their education.

Eligible students who are accepted for enrollment on a full time basis or who are currently enrolled in good standing, may receive SEOG'S for each year of their higher education, although the maximum duration of the grant is 4 years, and the maximum total amount is \$4000.

Grants will range from \$200 to \$1500 a year, and can be no more than one-half of the total assistance given the student.

The amount of financial assistance students may receive depends upon their need — taking into account their financial resources, those of their parents, and the cost of attending college.

BASIC OPPORTUNITY GRANTS

Basic Opportunity Grants were created under a law enacted by Congress in June 1972. Under this law, every eligible student is entitled to receive a payment determined according to a statutory formula. The maximum grant is \$1,400. No grant may exceed \$1,400 minus the family contribution (computed according to approved methods of need analysis) or one-half the actual cost of college attendance, whichever is less. In addition, the sum of the family contribution plus the Basic Grant may not exceed the actual cost of attendance.

SOUTH CAROLINA TUITION GRANTS

The Higher Education Tuition Grants Program is a state-financed program designed to assist South Carolina residents who are accepted by or enrolled in independent colleges in South Carolina. Grants are based on need and merit. Application forms are available through high schools, college financial aid offices, and the Tuition Grants Committee offices, 411 Palmetto State Life Building, Columbia, South Carolina 29201. These grants are given on a one-year basis but may be renewed. There is no repayment of the grants.

Grants of up to \$1,600 may be made, but none will exceed tuition and fees at the college in which the student is enrolled. No grant will exceed the demonstrated financial need of the applicant.

Eligibility — An applicant must be a resident of South Carolina for at least one year, must be of good moral character, must have demonstrated qualities of academic merit and financial need, must be accepted or registered as a full-time student in a South Carolina institution of higher learning whose academic program is not com-

prised solely of sectarian instruction, and must not be enrolled in a course of study leading to a degree in theology, divinity, or religious education.

Selection — The South Carolina Tuition Grants Committee will make awards on the basis of academic merit and financial need. The number of awards will depend on the amounts appropriated by the General Assembly. To receive a grant a student must apply to a South Carolina independent college and be accepted for admission.

SCHOLARSHIPS

COMPETITIVE SCHOLARSHIP PROGRAMS

Charles E. Daniel Scholars — The Charles E. Daniel Scholars Program is a Wofford College program designed to identify and attract selected students who have the potential of attaining a vital role in the leadership which will be required in the "New South." These are full scholarships to Wofford College, including tuition, room, and board.

The educational program at Wofford is directed toward the development of leadership for the "New South." In the remaining years of this century, the Southeast will be one of the fastest growing areas of the nation; with trained leadership it can become the most progressive area.

The late Mr. Charles E. Daniel, industrialist and statesman, recognized the potential of the "New South" decades ago. Much of his life was devoted to promoting the development of orderly industrialization, improved transportation, and expanded educational opportunities in South Carolina and the region. As a friend of youth and education, Mr. Daniel envisioned the future of the South in ways which have significantly influenced the views of a new generation of leadership.

It is fitting, therefore, that this Wofford College program for identifying and developing humane leadership for the "New South" be named in memory of Charles E. Daniel.

The primary qualifications to be considered by the College in making the awards are:

- (a) leadership ability and experience in positions of leadership,
- (b) intellectual ability and scholastic attainment,
- (c) moral courage and interest in humankind.

To become eligible for an award a candidate must:

- (a) be a student in or a graduate of a participating school selected by Wofford College,
- (b) meet the requirements for admission to Wofford College.

Potential candidates for awards may be nominated by the participating schools and by chapters of Wofford College alumni; each such school and chapter may present two nominations annually. Nominations will be received at Wofford by the Selection Committee. The committee

will evaluate the qualifications of all those named and will select from among them the candidates to be invited to the Wofford campus for the final competition.

Two awards will be granted annually.

W. Hastings McAlister Scholars — The W. Hastings McAlister Memorial Scholarship Fund was established in 1974 as a memorial to W. Hastings McAlister by his family and friends. A pre-medicine major at Wofford, Hastings was a strong student and an outstanding member of the campus community. The endowed scholarship was established as a tribute to his love for Wofford and his commitment to independent higher education. Proceeds from this endowed fund are to be used to provide scholarships to students who are working toward completion of degrees in a broad range of medical and health science areas. Recipients must be entering freshmen or graduates of Spartanburg Methodist College. Each scholarship is a full scholarship to Wofford College, including tuition, room, and board. Recipients must declare an intent to enter the medical or health science field and must follow an appropriate program approved by the Dean of the College. To continue to qualify, after receiving the scholarship, they must make satisfactory progress, as defined, toward completion of such a degree. Each recipient shall be designated a W. Hastings McAlister Scholar.

Commended Daniel Scholars. The Romill Foundation has contributed additional funds in support of the Charles E. Daniel Scholars Program in order to extend its impact. These funds will provide three full tuition scholarships each year for finalists in the competition who are not selected as the Daniel Scholars.

Commended McAlister Scholars — The Romill Foundation has contributed substantially to the McAlister Scholarship Program because of its high aims and the high quality of the Scholars named thus far. Two full tuition scholarships will be awarded to finalists in the competition who are not selected as the McAlister Scholar.

Springs Scholars — The Springs Scholars program was established by a gift from the Frances Ley Springs Foundation in 1975. The income from this permanent endowed fund is to provide academic scholarships to highly qualified students based on scholastic achievement, character and leadership ability.

Outstanding students from the high schools in Lancaster, Chester and York counties in South Carolina are eligible for selection as recipients of this scholarship.

The Springs Foundation established a four-year scholarship for female students effective with school year 1977-78. Recipients of this scholarship must reside in Lancaster, Chester, or York counties in South

Carolina. Selection will be made on the basis of scholastic achievement, character, and leadership ability.

Wofford College Merit Scholars — In cooperation with the National Merit Scholarship Corporation, three Merit Scholarships are awarded each year to National Merit Finalists who have designated Wofford as their first college choice. Stipends range from \$500 to \$1,500 depending upon financial need.

Benjamin Wofford Scholarships — These scholarships, formerly known as King Teen Scholarships, are named in memory of the founder of Wofford College. Four scholarships of \$2,000 per year for four years are awarded annually to South Carolina male high school seniors who are nominated by their teachers as possessing outstanding qualities of scholarship, leadership, and character. Full information about Benjamin Wofford Scholarships is made available to high school principals and guidance counselors.

Anna Todd Wofford Scholarships — Established in 1973, these scholarships honor the memory of the first wife of Benjamin Wofford, founder of Wofford College. Two scholarships of \$2,000 per year for four years are awarded annually to female students. Contestants are nominated by their high schools as possessing outstanding qualities of scholarship, leadership, and character.

HONORARY SCHOLARSHIPS

Spartanburg High School Scholarship — A scholarship of \$350.00 renewable for four years is awarded annually by Wofford College on the basis of scholastic attainment and character, to a member of the graduating class of Spartanburg High School.

Spartanburg Methodist College Scholarship — A scholarship of \$350.00, renewable for two years, awarded annually by Wofford College on the basis of scholastic attainment and character, to a member of the graduating class of Spartanburg Methodist College.

Norman Bemelmans Memorial Award — Made annually by Mr. L. L. Larrabee to an outstanding student athlete possessing strong qualities of character, scholarship, and leadership. This grant, as a part of the Terrier Club program, is intended to recognize as well as encourage outstanding achievement.

Pierce Embree Cook Scholarship — \$1,000.00 per year given by Mr. Robert J. Maxwell, Jr., of Greenville, S. C., in honor of the Reverend Pierce Embree Cook, to provide one or two scholarships to students aspiring to be Methodist ministers. Character, academic promise, and financial need are considered in awarding these scholarships.

Deering Milliken Scholarship — \$2,000.00 per year to sons or daughters of Deering Milliken employees on the basis of scholarship promise, character, and need; awarded through the S. C. Foundation of Independent Colleges.

Epworth Home Scholarships — Graduates of Epworth Home are granted a scholarship of \$350.00 per year.

The First Federal Savings and Loan Scholarship — Awarded on the basis of need and academic achievement to a resident of Spartanburg County.

The Fred A. Gosnell, Sr. and Family Endowed Scholarships — Through the generosity of the late Fred A. Gosnell, Sr., Class of 1914, and his family, a substantial endowment fund has been established for the purpose of providing scholarships of \$850 a year for students on the basis of character, academic ability, and financial need. The income from the endowment and from other sources is sufficient to fund about twenty scholarships each year. The scholarships are renewable. With the exception of the three scholarships named in honor of Wofford College presidents, the scholarships are restricted to graduates of Spartanburg County high schools, including Dorman High School, Spartanburg County District 6, and Chapman High School, Inman. The scholarships awarded under the program include the following named scholarships:

Fred A. Gosnell, Sr. Scholarship — One or more scholarships bearing the name of the founder of the program.

Addie Sue Gosnell Scholarship — Named during Mr. Gosnell's lifetime in honor of Mrs. Gosnell.

J. Holland Gosnell Scholarship — Named in memory of Mr. Gosnell's father, a distinguished Spartanburg County citizen and a leader in obtaining better public schools.

Cullen Bryant Gosnell Scholarship — Named in memory of Mr. Gosnell's brother, a graduate of Wofford College and a distinguished teacher of political science.

Susie G. Mangum Scholarship — Named in memory of Mr. Gosnell's sister.

Paul M. Dorman Scholarship — Named for the late Paul M. Dorman, distinguished educator and for many years superintendent of District 6, Spartanburg County Schools. Dorman High School was named in his honor.

Charles F. Marsh Scholarship — Named in honor of the seventh president of Wofford College.

Paul Hardin III Scholarship — Named in honor of the eighth president of Wofford College.

Joab M. Lesesne, Jr. Scholarship — Named in honor of the ninth president of Wofford College.

John Graham Stores' Award — Will be made annually to an outstanding student athlete possessing strong qualities of character, scholarship, and leadership. This annual grant in aid is awarded as a part of the Terrier Club program.

Kiwanis Scholarship — A \$500.00 scholarship awarded annually by the Spartanburg Kiwanis Club to a worthy freshman from Spartanburg County.

The Ben Montgomery Award — Given annually by Mrs. Mary P. Montgomery through the Terrier Club program. This award is made to recognize the achievement of a student athlete of good character demonstrating concern for his fellow men and possessing strong qualities of leadership.

Moreland Scholarship Program — Established by Moreland Chemical Company in 1973. Character, academic promise, and financial need are considered in awarding this scholarship. Special consideration will be given to the application of children of Moreland Chemical Company employees.

Neofytos Papadopoulos Scholarship — \$1,000.00 per year given annually by Dr. Constantinos P. Papadopoulos of Houston, Texas, to provide a scholarship for a student from Greece, in memory of Dr. Papadopoulos' father.

Vera C. Parsons Foundation Awards — Will be made annually to two outstanding student athletes possessing strong qualities of character, scholarship, and leadership. These annual grants are awarded as a part of the Terrier Club program.

Richard J. Schwartz Scholarship Fund — A Jonathan Logan Scholarship was originally established in 1965 as a result of Wofford's appearance on the G. E. College Bowl television program. In 1970, Mr. Richard J. Schwartz, President of Jonathan Logan, established the Richard J. Schwartz Scholarship Fund to be used to aid deserving students who must have financial aid to attend Wofford College.

The South Carolina Electric and Gas Company Scholarship — A one-year \$750.00 scholarship awarded to a student in the upper one-third of his or her class who has demonstrated outstanding leadership qualities and who needs financial assistance toward achieving an education. Parents or guardians must be customers of South Carolina Electric and Gas Com-

pany or customers of the Department of Public Utilities of Orangeburg, Winnsboro, or McCormick.

Spartanburg Rotary Club Scholarship — A one-year scholarship to Wofford College valued at \$500 per year awarded to a Spartanburg County student. The scholarship will be granted on the basis of actual need and scholastic promise.

Spartan Mills Scholarship — Wofford College will award up to four four-year Spartan Mills Scholarships each year in the full amount of the college's tuition and scholastic fees.

The recipients of the Spartan Mills Scholarships will be selected according to designated criteria solely by officials of Wofford College who have no direct or indirect affiliation with Spartan Mills.

Snyder-DuPre Scholarship — A one-year renewable scholarship of \$350.00 per year, awarded by the Washington, D. C. Alumni Association, in honor of President Henry Nelson Snyder and Dean Arthur Mason DuPre.

United Methodist Scholarships — Four one-year scholarships valued at \$500.00 each, awarded annually by the Board of Education of the United Methodist Church.

Algernon Sydney Sullivan Revolving Scholarship — Established in 1969 by the Algernon Sydney Sullivan Foundation. It is not an endowed scholarship and its continuation is dependent upon alumni who as students were recipients of an Algernon Sydney Sullivan award.

ENDOWED SCHOLARSHIP FUNDS

Bishop James Atkins Memorial — Established by Dr. and Mrs. J. T. Hooker of Spartanburg, S. C., in April, 1948, for worthy students with outstanding qualities of scholarship, character and leadership.

Bernard M. Baruch — Established by Mr. Bernard M. Baruch of New York City and Georgetown, S. C., in February, 1939, for worthy students who possess outstanding qualities and promise.

Mrs. Betty G. Bedenbaugh — Established by Mrs. Betty G. Bedenbaugh in her will of August 22, 1953. The income is to be used as an annual scholarship to be awarded to a worthy and needy student, with her kinsmen being given preference.

Dr. Lewis Jones Blake — Established in March, 1945, by Mrs. Louise H. Blake of Spartanburg, S. C., as a memorial to her husband. The scholarship is to be awarded on the basis of character, leadership and scholarly achievement.

The Robert M. Carlisle Memorial Scholarship — A renewable scholarship, made possible by the income on the Robert M. Carlisle Scholarship Fund held in trust by the Spartanburg County Foundation.

Vernon L. Caldwell Memorial Endowed Scholarship Fund — Proceeds turned over to the Wofford Terrier Club each year.

The Carroll Scholarship Fund — Established by Mrs. Hattie Carroll and Mr. Edwin Carroll of Charleston, S. C.

Professor and Mrs. Charles E. Cauthen Endowed Scholarship Fund — Established in memory of Professor and Mrs. Cauthen by their children. The Cauthens were beloved members of the Wofford community, where Professor Cauthen served on the faculty from 1943 to 1964. Income from scholarship to be awarded annually to a deserving and needy undergraduate student.

Dr. James Alburn Chiles, Sr., and Mrs. James A. Chiles, Jr., Memorial Scholarship Fund — This endowed scholarship was established in the will of Marie D. Chiles, and the income provides one or more scholarships for worthy students.

Clifton Manufacturing Company — Established by Clifton Manufacturing Company of Clifton, S. C., in March, 1943, for the purpose of establishing scholarships to be awarded to students of Clifton Mills eligible for college.

Julius E. Cogswell Scholarship Fund — Established by Mr. Julius E. Cogswell on December 31, 1953.

T. Keller Cogswell Scholarship — Established by his friends in November 1975 in recognition of his service as Director of Alumni Affairs at Wofford. Awarded annually on the basis of scholarship, character, and need.

The D. E. Converse Company — Established by the D. E. Converse Company of Glendale, S. C., in April, 1943, for the purpose of awarding scholarships to the persons of the D. E. Converse Company eligible for college entrance.

Alexander Copeland Memorial Scholarship Fund — Established by Mrs. Kathleen Copeland of Warwick, Virginia, in memory of her husband, Alexander Copeland.

Ralph L. Crutchfield, Sr. Memorial Athletic Scholarship Fund — Established in 1974 by Nell H. Crutchfield. The award will be determined by the athletic scholarship committee based primarily on the need of a deserving candidate. Awarded to male varsity athletes on a year-to-year basis in any sport.

James Wilburn Cunningham Scholarship Fund — Established in April,

1970, by the will of James Wilburn Cunningham to be held by Wofford College as a perpetual fund.

The Magruder Dent Scholarship Fund — Established in 1968 by the Dent family of Spartanburg, S. C., to provide scholarships for employees or children of employees of Mayfair Mills or worthy students from textile connected families as designated by a special committee to be appointed by the donors.

The Mrs. Alfred I. duPont Scholarship Fund — Established by Mrs. Alfred I. duPont for worthy students.

Wallace Duncan DuPre Scholarship Fund — Established in 1977 in memory of Mr. DuPre, Class of 1909. The income from the fund is to be awarded annually to a deserving student on the basis of moral character and service to others.

Ralph A. Durham Scholarship Fund — Established in 1975 by friends of Mr. Durham in appreciation of his outstanding service to South Carolina public secondary education and to Wofford College, his *alma mater*, where he gave outstanding leadership for a number of years as a member and as chairman of the Board of Trustees. In addition to the initial funds, this scholarship was permanently endowed through a planned bequest by Mr. Durham. This scholarship to be given annually to a deserving student from the public schools of South Carolina will be awarded on the basis of character, promise, and financial need.

Fairforest Finishing Company — Established by Fairforest Finishing Company of Spartanburg, S. C., in December, 1943, the annual proceeds from this endowment to be used as a permanent scholarship for an employee or son or daughter of an employee of Fairforest Finishing Company. However, when there is no application for this scholarship, it may be diverted to some other worthy student.

Wm. H. Gladden, Jr., Endowed Scholarship Fund — Established by Mrs. Maud Queen Gladden of Rock Hill, December 29, 1961, in memory of her son who was killed in France in 1944.

Glenn-Hardin Memorial Scholarship Fund — Established by Mrs. Elizabeth G. Richardson of Chester, S. C., October 18, 1960, as a memorial in honor of John Lyles Glenn, Class of 1879, and Lyles Glenn Hardin, Class of 1935.

Thomas Henry Gossett Scholarship Fund — Established by Mr. T. H. Gossett of Spartanburg, S. C., the income derived therefrom to be used for scholarships for deserving young men who are orphans from Spartanburg County or the State of South Carolina. If no deserving orphans apply, these scholarships may be awarded to other deserving students.

The Gray Scholarship — Established by Dr. Wil Lou Gray in memory of her father, W. L. Gray, and her brothers, Albert Dial Gray and Robert Coke Gray, for worthy and needy students.

Florence Andrews Helmus Scholarship Fund — Established by Mr. A. J. R. Helmus of Spartanburg, S. C., in honor of his wife.

Chesley C. Herbert — Established by Rev. C. C. Herbert, Jr., and his brother, Dr. T. W. Herbert, as a memorial to their father, Rev. Chesley C. Herbert, of the Class of 1892.

Holler-Hobbs Scholarship Fund — Established by Martha Miller Holler Hobbs in memory of her husband, Edwin W. Hobbs, Jr.; her father, the Rev. A. E. Holler; his brothers, Emory A., Eugene M., and the Rev. John D. Holler; also in honor of her brothers and nephews who attended Wofford College. Scholarship awarded annually to a deserving and needy undergraduate student.

George J. Holliday, III, Memorial Scholarship Fund — Established in 1969 by Mr. and Mrs. John J. Holliday as a memorial to their son, George J. Holliday, III, of the Class of 1968, and a member of the Wofford College Golf Team. Character, scholastic achievement, and financial need are considered in awarding these scholarships.

Isom Scholarship Fund — Established in the will of Mrs. Lee G. Isom, the income to be used for the education of some student in preparation for the ministry of the United Methodist Church.

Senator Olin D. Johnston Memorial Scholarship — Established in 1968 by Mrs. Olin D. Johnston of Spartanburg in memory of her husband. Character, financial need and scholastic achievement are considered in awarding this scholarship.

The O. C. Kay Scholarship Fund — Established in 1956 by the gift of Mr. O. C. Kay.

William A. Law — Established by Mr. S. Clay Williams of Winston-Salem, N. C., in February, 1937, as a memorial to Mr. William A. Law of Philadelphia, Pa., of the Class of 1883, the income from this endowment to be used to pay college fees of a carefully selected group of students to be known as the "Wm. A. Law Scholars." They are to be selected on the basis of scholarship, character, and leadership.

Ray M. and Mary Elizabeth Lee Foundation — The income from this fund provides an annual scholarship for needy students from the state Georgia.

W. Raymond Leonard Scholarship — Established by many of Dr. Leonard's former students. This scholarship is presented annually to the upperclassman having biology as a major field of study who has

demonstrated outstanding character, academic and professional promise, and financial need.

Dean Frank Logan Scholarship Fund — Established by the will of Mr. Leo Oppenheimer of Chicago, Ill. in 1974. Income from fund to be awarded annually to a student on the basis of merit.

The Claude M. Melton Scholarship Fund — Established in November of 1975 by Mrs. Claude M. Melton in memory of her husband. Awarded annually on the basis of scholarship, character, and need to a student majoring in English.

Mills Mill — Established by Mills Mill of Woodruff, S. C., in December, 1943, the annual proceeds from this endowment to be used as a permanent scholarship for an employee or son or daughter of employee of Mills Mill. However, when there is no application for this scholarship, it may be diverted to some other worthy student.

The Moore Memorial Scholarship Fund — Established by Mrs. Miriam W. Moore in memory of her husband, Andrew E. Moore, and his brothers, Alfred Moore and Thomas E. Moore. The income is to be used to provide scholarship assistance to needy and deserving students, but the assistance to any single student shall not exceed one-half of the tuition and fees for a day student.

Samuel R. Moyer Endowed Music Scholarship Fund — Established in the spring of 1963 in memory of Samuel R. Moyer, who for seventeen years was Director of Music and Professor of Music and Art at Wofford, this fund provides financial assistance to musically talented students who are performers in the college music organizations. Musical ability, character, scholastic achievement and financial need are considered in awarding this scholarship. A recipient (or recipients) is selected each year by the Financial Aid Committee based upon the recommendation of the Director of Music and/or the Directors of the College music organizations, with one recipient (when so qualified) being designated as the Moyer Scholarship Soloist of the Wofford Glee Club.

Euphrasia Ann Murph — Established by her son, Mr. D. S. Murph of St. Andrews, S. C., and Washington, D. C., the income to be used to assist students of scholarship, character and promise.

William L. Ouzts Endowed Scholarship Fund — Established by the late William L. Ouzts of Spartanburg, S. C., the income of which is applied to an athletic scholarship, May 26, 1961.

Pacolet Manufacturing Company — Established by Pacolet Manufacturing Company of Pacolet, S. C., in January, 1943. Students of Pacolet Manufacturing Company must be given first consideration. If there is no

students who is desirous of availing himself of the opportunity, Wofford College shall have the right to use the proceeds in granting other scholarships.

The Reverend Daltrum H. Poston Memorial Scholarship Fund — This endowed scholarship was established in 1974 by an anonymous donor in memory of The Reverend Daltrum H. Poston, an alumnus of Wofford College and a distinguished minister of the United Methodist Church. The income from this scholarship is to be awarded annually to deserving students on the basis of character, leadership and financial need.

Reader's Digest Foundation Scholarship Fund — The income from this fund provides an annual scholarship for a student worthy of financial assistance.

The Oscar F. Rearden Scholarship Fund — Established in the will of Oscar F. Rearden as a scholarship fund for the education of any young persons who are studying for the Methodist ministry. The recipients shall be deserving of financial aid and be unable to pay their own educational and living expenses.

The Darwin L. Reid Memorial — Established by Mrs. D. L. Reid of Sandy Springs, S. C., and her daughter, Mrs. John D. Rogers of Easley, S. C., in March 1950.

Arthur B. Rivers Endowed Scholarship Fund — Established in honor and memory of Dr. Arthur B. Rivers by his family and his friends in the S. C. Department of Public Welfare. In seeking wisdom, he was wise; in seeking strength, he was strong, in seeking excellence, he achieved his goal. Income from scholarship to be awarded annually to a deserving and needy undergraduate student.

Scottish Rite of Freemasonry Memorial Endowed Scholarship Fund — In memory of Professor Charles Semple Pettis, 1958.

Annie Naomi McCartha Shirley Scholarship Fund — Established by Mrs. Annie N. M. Shirley of Columbia, S. C., the income to be used in aiding needy ministerial students of the United Methodist Church.

Carter Berkeley Simpson Memorial Scholarship — The annual proceeds of this endowment to be used as a renewable scholarship to be awarded to a graduate of Spartanburg High School on the basis of character, academic ability and financial need. Established in 1969 by Mr. John W. Simpson as a memorial in honor of his brother, Carter B. Simpson, who graduated from Spartanburg High School in 1932 and attended Wofford College for two semesters before entering the Marine Corps. Carter entered the Naval Academy in 1935 and graduated in 1939, receiving a commission in the Marine Corps. He fought with the American Forces

on Bataan and Corregidor where he became a prisoner of war. The ship on which Carter was being taken to Japan was sunk by torpedo fire. He was able to swim ashore but was recaptured and put on another ship to be taken to Japan. During this voyage he died of starvation and exposure.

Sims-Lyles-Dawkins-Martin — Established by Mr. and Mrs. T. P. Sims of Spartanburg, S. C., the income to be used as a scholarship for orphan students from Spartanburg, Union, and Fairfield counties.

The Z. A. Smith Scholarship Fund — Established by Mrs. Z.A. Smith of Greenville, S. C., the income of which is to be used for helping worthy students through college.

Spartan Mills — Established by Spartan Mills, Spartanburg, South Carolina, in February, 1943.

The Stokes Memorial Scholarship Fund — Established in 1965, in memory of their parents, The Rev. Henry Stokes, Class of 1893, and Mrs. Florence Heath Stokes, and their brother, R. Wilson Stokes, Class of 1930, by Miss Mary Bolling Stokes, and Allen Heath Stokes and Thomas Henry Stokes, both of the Class of 1924.

James M. Swanson, Jr. — Established by Mr. and Mrs. James M. Swanson of South Boston, Va., in 1964 as a memorial to their son, a graduate of Wofford College. To be awarded on the basis of character, leadership and scholastic achievement.

William R. Thomas, Jr., Memorial Scholarship — Established in 1968 by Mr. and Mrs. William R. Thomas of Virginia Beach, Va., as a memorial to their son, William R. Thomas, Jr., of the Class of 1970. Character, financial need and scholastic achievement are considered in awarding this scholarship.

John B. Thompson Endowed Scholarship Fund — Established in the will of John B. Thompson to provide scholarships for deserving and needy students.

The Traywick Scholarship — Established by Thomas Tatum Traywick, Sr. and Elizabeth Deaver Traywick in 1977 in appreciation of all that Wofford has meant to each of their families over the years. The income from this scholarship is to be awarded annually to deserving students on the basis of character, leadership, and financial need.

Coleman B. Waller Scholarship Fund — Established by Dr. Coleman B. Waller, Emeritus Professor of Chemistry at Wofford College, for the purpose of awarding scholarships to qualified and deserving young persons at Wofford College.

The D'Arcy P. Wannamaker Scholarship Fund — Established by Mr. John

E. Wannamaker in memory of his son, D'Arcy P. Wannamaker of the Class of 1911, as an endowed scholarship for a student selected on the basis of character, scholarship, and need.

Wilbur White Memorial Scholarship Fund — Established by Mr. and Mrs. F. W. Barnwell of Warner Robins, Georgia, in memory of Wilbur D. White, Class of 1919, the brother of Mrs. Barnwell. To be awarded annually to a deserving student, with a preference for naturalized citizens or children of naturalized citizens.

Ruth Wynn Wickware Scholarship Fund — The Ruth Wynn Wickware Foundation was established by the will of Ruth Winn Wickware of Laurens, South Carolina. One purpose of the foundation is to engage in the work of promoting and further developing our American system of free enterprise. This purpose is to be achieved by assisting or training worthy and deserving young people who are interested in and dedicated to the perpetuation and growth of our free enterprise system, by awarding grants, scholarships, and other forms of assistance for the pursuit of studies in the field of economics and business administration. The scholarship is awarded on the basis of character, leadership, and scholastic achievement and is renewable for four years.

The John Wiley and Rowena Eaddy Williams Scholarship Fund — Established by Mrs. Williams in 1974, this renewable scholarship is awarded annually to a Wofford student on the basis of character, financial need and academic ability, who preferably is a citizen of South Carolina.

John Mitchell Witsell Memorial Scholarship — Established in the will of Mrs. Edith D. Witsell as a memorial to her son. To be awarded on the basis of character, leadership and scholastic achievement.

Wofford Memorial — Reflects memorials sent to the College as endowed scholarship funds.

J. Spencer Wolling Scholarship Fund, Class of 1916 — Established June 30, 1957, by Mr. J. Spencer Wolling.

The Guaranteed Student Loan Program — The loan is guaranteed by a state or private non-profit agency or insured by the Federal Government. The maximum a student may borrow as an undergraduate is \$2,500 a year not to exceed \$7,500. Interest cannot be more than 7%. The Federal Government will pay the interest while the student is in school if the student's adjusted family income is less than \$25,000. If income is more than \$25,000 a need analysis is required in order to obtain a loan with federal interest benefits. Payments on the loan normally begin between 9 and 12 months after the student graduates or leaves school.

United Methodist Student Loan Fund — Open to members of that Church

of at least one year's standing. The maximum amount which may be borrowed is \$800 per year. Consult the Director of Financial Aid.

The National Direct Student Loan Program — A total of \$5,000 can be borrowed by undergraduates but the student is limited to a total amount of \$2,500 until the completion of his sophomore year. The remaining \$2,500 can be borrowed during the remainder of the undergraduate program.

The repayment period and the interest do not begin until nine months after the student ends his studies. These loans bear interest at the rate of three per cent a year. Repayment of the principal may extend over a ten year period, with the exception that a college may require repayment of no less than \$30 per month.

The former ten per cent teacher cancellation authorization has been eliminated. However, a percentage of cancellation for teaching in an elementary or secondary school that has been designated as a school with a high enrollment of students from low income families or for teaching in a school for handicapped children is still authorized.

ENDOWED LOAN FUNDS

Class of 1939 Endowed Loan Fund — Established by Mr. Cecil F. Huskey.

Cokesbury Conference School — By Micajah Suber of Cokesbury, S. C., the income to be used for the assistance of students studying for the Christian Ministry.

A. Mason DuPre — By Mrs. E. P. Chambers of Spartanburg, S. C., and by relatives and friends of Mrs. A. Mason DuPre, the income to be used as a fund for the assistance of worthy and ambitious students.

The Garrett Endowed Loan Fund — Established by Willora Garrett Faulkner and Rev. Francis Leonard Garrett (Class of 1940), in honor of their father, Rev. William Butler Garrett, Jr., D.D. (Class of 1908), and in memory of their mother, Mrs. Lora Leonard Garrett, their brother, William Butler Garrett, III, and their sister, Emily Garrett Oliver, the income to be used as loans to deserving students.

Mrs. E. C. Hodges — By Mrs. E. C. Hodges of Anderson, S. C., on December 25, 1925, the income therefrom to be used in assisting needy students to obtain an education.

John W. Humbert — By Rev. John W. Humbert, the income to be used in a loan to an outstanding student to assist him with his expenses.

A. W. Love and Wife — Memorial by A. W. Love and wife of Hickory Grove, S. C., the income to be used in assisting worthy students.

Jos A. McCullough — By Mr. Jos. A. McCullough of Greenville, S. C., in March, 1934.

The Lillian Lancaster Owen Loan Fund — Established September 1, 1956, by Mr. J. Mack Owen of Orangeburg, the income to be used to help worthy students.

ASSISTANCE TO VETERANS AND DEPENDENTS

Subsistence and allowance checks are sent to veterans (to guardians in the case of dependents of deceased veterans) by the Veterans Administration. Any preliminary inquiries regarding non-receipt of these checks, therefore, should be made to the Veterans Administration.

Under this program, a veteran pays his fees at the time of registration but will receive a monthly allowance from the Veterans Administration based on attendance and progress reports made by the College. It is the veteran's responsibility to see the Registrar at the end of every month about these reports. The Controller of the College may be consulted concerning extensions of payment of tuition.

Veterans should consult the nearest office of the Veterans Administration for details of this program. College officials are glad to give assistance to veterans whenever possible. Since interpretation of regulations governing veteran's benefits is subject to change, veterans should keep in touch with the Veterans Administration.

SPECIAL ENDOWMENT FUND

Through the years, by generous gifts from friends and alumni, the College has been building its Special Endowment, Endowed Scholarship Endowment Loan, and Loan Funds. These funds give financial stability to its program and help to provide an educational service in accord with the highest institutional standards. We are pleased to list below this constantly enlarging group of funds, although these funds are not directly related to student financial assistance.

James M. Baily Foundation Endowment Fund — Established by Mr. James M. Bailey of Fort Myers, Florida.

Sam Orr Black and Hugh S. Black Portrait Fund — By Dr. Sam Orr Black and Dr. Hugh S. Black of Spartanburg, S. C.

Carlisle Memorial Fund — Memorial to Dr. James H. Carlisle, established by the alumni and friends of Dr. Carlisle throughout the State at large but particularly from Spartanburg, S. C.

James H. Carlisle Chair of Religion and Philosophy — Subscribed and directed through the Wofford of Tomorrow Campaign.

Aug. M. and Cema S. Chreitzberg Fund — By Mr. Aug. M. and Mrs. Cema S. Chreitzberg of Spartanburg, S. C.

Mr. and Mrs. Jos. K. Davis Endowment Fund — By Mr. and Mrs. Jos. K. Davis of Spartanburg, S. C.

Samuel Dibble Memorial Library Fund — By his daughter, Mrs. Agnes Dibble Moss of Orangeburg, S. C.

Benjamin N. Duke Endowment Fund — By Mr. Benjamin N. Duke of Charlotte, N. C.

Warren DuPre Memorial Library Fund — By his widow, Mrs. Carrie Duncan DuPre of Spartanburg, S. C.

J. M. Evans Endowment Fund — Established by the estate of J. M. Evans, May 9, 1952.

Ford Foundation Endowment Fund — Granted by the Ford Foundation, the principal of which is to be held by the grantee institution only as endowment, and the income from the investment of such principal shall be used only to increase faculty salaries. After July 1, 1966, principal and income of the grant may be used for any educational purpose.

Sam A. George Endowment Fund.

James D. Hammett Memorial Fund — By Mr. James D. Hammett of Anderson, S. C.

W. Holmes Harden Endowment Fund — Established by the Estate of W. Holmes Harden.

William Howard Jackson Memorial Fund — By his father and mother, Mr. and Mrs. Walter G. Jackson of Spartanburg, S. C.

Kenan Charitable Trust Endowment Fund — To establish the William R. Kenan, Jr., Professorship.

Dr. and Mrs. N. F. Kirkland Memorial Endowed Fund — Established by her son, Dr. Wm. C. Kirkland of the S. C. Conference.

Kirksey Endowment Fund — Established by Mr. James Kirksey of Pickens, S. C., who willed one of the largest bequests to the College in its history.

John Ashby McGraw Endowment Fund — Established by Dr. Gerald D. Sanders.

Richard I. Manning, Jr., Memorial Fund — By his heirs of Spartanburg, S. C.

Memorial Endowment Fund — A depository for monies donated in lieu

of flowers upon the demise of friends, alumni, or employees of the college.

Albert C. Outler Professorship in Religion — Established in 1970 through a gift from Robert J. Maxwell, Jr. Given to an outstanding member of the Religion Department.

Rowland H. Ouzts Memorial Endowment Fund — Established by the estate of Rowland H. Ouzts, May 16, 1962.

J. Thomas Pate Memorial Library Fund — By his widow, Mrs. Alice G. Pate of Camden, S. C.

O. B. Simmons Memorial Endowment Fund.

H. N. Snyder Chair of English Language and Literature — Subscribed and directed through the Wofford of Tomorrow Campaign.

1854 South Carolina Conference Endowment Fund — Subscribed and directed through the Wofford of Tomorrow Campaign.

T. B. Stackhouse Chair of Economics and Business Administration — Established in 1949 by the Board of Trustees in memory of Mr. Stackhouse, who, in 1937, gave to the Wofford College Endowment Fund the sum of \$50,000.00. The holder of this chair will be determined by special resolution of the Board of Trustees.

W. Frank Walker Memorial Fund — By Mr. W. Frank Walker of Greenville, S. C.

D. D. Wallace Chair of History and Economics.

Henry P. Williams Endowment Fund — By Mr. Henry P. Williams of Charleston, S. C.

Benjamin Wofford Endowment Fund — Subscribed and directed through the Wofford of Tomorrow Campaign.

Hugh Milton Stackhouse — By Mr. H. M. Stackhouse of Clemson University, Clemson, S. C., the income to be used as a loan to help some worthy, needy students, preferably from Marlboro County.

James William Stokes — By his widow, Mrs. Ella L. Stokes of Orangeburg, S. C., in July, 1904, the income from which is to be used as a loan in aiding deserving and needy students from Orangeburg County.

Mary A. Watts — By Mrs. Mary A. Watts of Abbeville, S. C., in December, 1917, the income from which is to be used in assisting students preparing to enter the ministry of the United Methodist Church, who in the judgment of the College, are unable to help themselves financially.

LOAN FUNDS

H. W. Ackerman Fund — By Mr. H. W. Ackerman of Landrum, S. C.

H. C. Bethea Fund — By Mr. H. C. Bethea of Dillon, S. C.

J. N. Bethea Fund — By Mr. J. N. Bethea of Dillon, S. C.

Bethel Methodist Church Fund — By Bethel United Methodist Church, Spartanburg, S. C.

Edward P. Chambers Fund — By his daughter, Mrs. Marion Wrigley of Greenville, S. C.

Citizen of Fort Mill, S. C.

Class of 1880 — *T. B. Stackhouse Fund* — By Mr. T. B. Stackhouse of Columbia, S. C., and his classmates.

Class of 1905 Fund — By the class of 1905.

William Coleman Fund — By Mr. William Coleman of Union, S. C.

Bland Connor Memorial Fund — By his mother, of Fort Motte, S. C.

Anne J. Daniel Memorial Loan Fund — Established in 1963.

A Mason DuPre Memorial Fund — By Wofford College Student Body 1949-50, and Mr. Eugene M. Anderson of Spartanburg.

Warren DuPre Fund — By the Rotary Club of Spartanburg, S. C.

Ernest J. Eaddy Loan Fund — By Mr. Ernest J. Eaddy, Class of 1925, of Spartanburg, S. C.

Eubanks Memorial Fund — Established by J. Evans Eubanks as a memorial to his wife, Frances Stackhouse Eubanks, and their infant son, Evans, Jr.

A Friend — From New York City.

C. E. Gaillard Fund — By Dr. C. E. Gaillard of Spartanburg, S. C.

Addie F. Garvin Fund — By Mrs. Addie F. Garvin of Spartanburg, S. C.

James D. Hammett Fund — By Mrs. James D. Hammett, Anderson, S. C.

Charles T. Hammond Fund — By Mr. Charles T. Hammond of Greenwood, S. C.

Mary Elizabeth Hills Fund — By Mrs. Mary Elizabeth Hills of Columbia, S. C., as a loan fund for students preparing for the ministry, with special reference to service in the mission field.

J. Kell Hinson Loan Fund — To be used for the assistance of students

studying for the Christian ministry, or other worthy students.

W. H. Hodges Fund — By Rev. W. H. Hodges and family of the South Carolina Conference.

Mr. and Mrs. W. A. Hood Fund — By Mr. and Mrs. W. A. Hood of Hickory Grove, S. C.

The W. E. Hunter Fund — Established by Mr. W. E. Hunter of Covington, Kentucky.

A. W. Jackson Fund — By Mr. A. W. Jackson.

Walter G. Jackson Fund — By Mr. Walter G. Jackson of Spartanburg, S. C.

Mr. and Mrs. T. J. Jordan Fund — By Mr. and Mrs. T. J. Jordan.

R. L. Kirkwood Fund — By Mr. R. L. Kirkwood of Bennettsville, S. C.

W. E. Lucas Fund — By Mr. W. E. Lucas of Laurens, S. C.

William Andrew Lyon Fund — By his widow and son, James Fuller Lyon, and daughter, Inez St. C. Lyon, in memory of their father.

Boyd M. McKeown Fund — By Mr. Boyd M. McKeown of Nashville, Tennessee.

O. M. Mitchell — Established 1964 by Mr. O. M. Mitchell of Dillon, S. C.

Walter S. Montgomery Fund — By Mr. Walter S. Montgomery, Sr., of Spartanburg, S. C., in memory of Frank and Albert Montgomery.

Mrs. Hattie Padgett — Loans restricted to ministerial students and seniors.

W. R. Perkins Fund — By Mr. W. R. Perkins of New York City.

James T. Prince Fund — By Mr. James T. Prince of Atlanta, Georgia.

Benj. Rice Rembert-Arthur G. Rembert Fund — By Dr. and Mrs. A. G. Rembert of Spartanburg, S. C.

Rock Hill District Fund — By the Rock Hill District, Upper South Carolina Conference.

F. W. Sessions Fund — By Mr. F. W. Sessions.

Shandon Epworth League Fund — By Shandon Methodist Church, Columbia, S. C.

Sims, Lyles, Dawkins, Martin Loan Fund.

Coke Smith Fund — By Rev. Coke Smith.

J. T. Smith and Wife Fund — By Mr. J. T. Smith.

H. N. Snyder Trustee Fund — By a friend, Spartanburg, S. C.

A. J. Stafford Fund — By Rev. A. J. Stafford, Spartanburg, S. C.

Sumter Sub-District Ministerial Loan Fund — By Young Adult classes of Sumter, S. C., District.

J. P. Thomas Fund — By Dr. John O. Wilson.

John W. Truesdale Fund — By Mr. John W. Truesdale, Kershaw, S. C.

George William Walker Fund — By Dr. G. W. Walker of Augusta, Georgia.

D. D. Wallace Memorial Fund — By Mr. Samuel S. Kelly of Statesville, N. C.

Geo. W. Wannamaker Fund — By Col. Geo. W. Wannamaker, Atlanta, Georgia.

The Rev. W. Pinckney Way Incidental Loan Fund — Established in 1957 as a memorial to their father by the children of the Rev. W. Pinckney Way. Loans from this fund to be made to third and fourth year students to be used for the purchase of textbooks only.

Edward Welling Fund — By Mr. Edward Welling, Charleston, S. C.

Mary Pearle West Loan Fund — Established by the estate of Mary Pearle West, May 18, 1962. To provide loans to students who have decided to enter the teaching profession upon graduation.

Bertha E. White Loan Fund — Established in 1975.

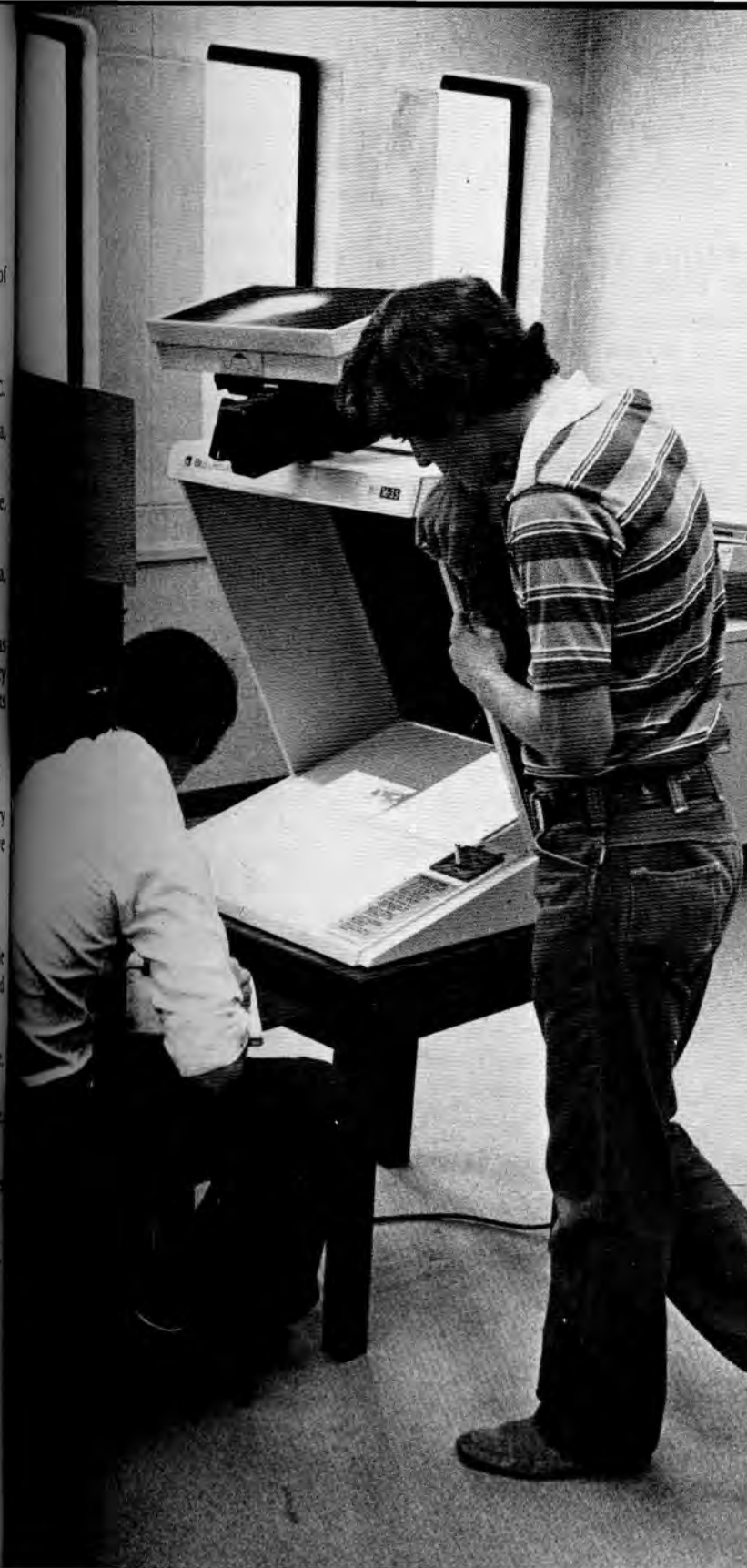
Rev. Whitfield B. Wharton Memorial Fund — By his widow, Mrs. Mattie J. Wharton, and children, Mrs. Louise McLaughlin, W. Carlisle, Edward Murray, and Rev. Martin T. Wharton.

J. T. Wilkerson Fund — By the Wilkerson family of Hickory Grove, S. C.

W. S. Wilkerson Fund — By the Wilkerson family of Hickory Grove, S. C.

Wofford College Dames Loan Fund — By the Wofford College Dames Club, for benefit of a married student.

Julian D. Wyatt Fund — By Mr. Julian D. Wyatt of Pickens, S. C.



CALENDAR

The regular academic year is divided into two semesters and a four-week Interim. The official College Calendar is printed in this catalog.

MATRICULATION, REGISTRATION AND ENROLLMENT

Registration and matriculation take place in Main Building at the beginning of each semester. All students must register on the registration date prescribed in the College Calendar. Students registering after the prescribed date will be charged a late registration fee. All students are required to matriculate at the beginning of each semester and to obtain from the Controller a receipt. No student is permitted to register later than the date established in the Calendar as the last day for adding courses and registering. Details concerning registration for the Interim are announced early in the fall semester.

Freshmen and sophomore schedule cards must be approved by their faculty advisors. Junior and senior schedule cards must be approved by the chairman of the department in which they are majoring. All student schedule cards calling for more or less than the normal course load (see the following section) must be approved by the Registrar.

COURSE LOAD

The normal course load in each semester is four courses of three or four semester hours each, and the normal load in the Interim is one four-hour project. In addition, freshmen participate in the Freshman Orientation Program, and sophomores take required Physical Education.

First semester freshmen may take no more than four full courses, all but one of which are prescribed, as indicated below in the listing of the full-year course sequence to be followed by freshmen.

<i>First Semester</i>	<i>Second Semester</i>
Humanities 101	English 102
Science	Science
A General Education Required Course	A General Education Required Course
An Elective Course	An Elective Course
Freshman Orientation Program	Freshman Orientation Program

Any student, other than a first semester freshman, may take up to seventeen hours if he or she is not on academic probation. If the student wishes to take more than seventeen hours, he or she must obtain and complete a form that is available from the Office of the Registrar prior to the last day of the drop period. Students with less than a

cumulative 3.00 grade-point average will not be allowed to carry more than seventeen hours.

Students who desire to carry fewer than nine semester hours must have the permission of the Registrar and, if they wish to live in the residence halls, of the Dean of Students.

GRADING SYSTEM

The grading system is as follows: A—Superior; B—Good; C—Clearly Passing; D—Passable; F—Failure; I—Incomplete; WP—Withdrawal Passing; and WF—Withdrawal Failing. The WP is never given unless requested by the student and then only at the discretion of the instructor.

Grades of Pass, Pass with Honors, and Failure are given for work done during the Interim and in required Physical Education courses. The only passing grade given for the Freshman Orientation Program is Pass.

An "I" or Incomplete indicates that the student has not completed all the work required in the course and a grade determination can not be made at the regular time. All Incompletes must be made up not later than mid-term of the following semester, except under extremely extenuating circumstances as determined by the instructor and the Registrar. The notation "I" is used only rarely for Interim work, and then only with the expectation that it will be in effect for no longer than one week after the end of the Interim, by which time all work should be completed and a final evaluation made. Incompletes not made up by these dates will automatically be recorded as grades of F.

A quality point system is used to determine qualifications for honors, the Dean's List, rank in class, academic probation and exclusion, and other matters. For the purpose of arriving at a grade-point-average, the value of the grades (quality points) are as follows: A=4; B=3; C=2; D=1; F=0; I=0. The number of hours in each course attempted is multiplied by the quality points, and the total number of quality points is divided by the total number of hours attempted to determine the grade-point-average. Hours earned in courses graded by the Pass-Fail system are not used to calculate the grade-point-average.

EXAMINATIONS

Final examinations in all courses are held in December and May. Students who wish to take an examination *during the examination period* at a time other than the scheduled time may do so *only at the discretion of the course instructor*. Under no circumstances may an examination be administered before or after the week-long examination periods without approval of the Dean of the College. Such approval is given only in cases of illness, death in the family, or extremely extenuating cir-

cumstance. In addition to approval by the Dean, examinations given outside these examination periods require a payment of \$10.00 to the Controller of the College.

REPORTS ON ACADEMIC PROGRESS

At the end of each semester, grade reports will be sent to parents or guardians of all students in accordance with eligibility established under the Family Educational Rights and Privacy Act of 1974. At mid-semester and at the end of the Interim, reports will be sent to parents or guardians of students who incur failures and the report will include only courses or projects in which the student has incurred failure. However, all grades are reported at mid-semester on first-semester freshmen.

THE DEAN'S LIST

At the end of each semester a Dean's List is compiled of all students who have obtained better than a 3.00 grade point average in at least twelve semester hours of graded courses. All courses attempted shall be considered in computing the average. Students who have failed a course are not eligible for the Dean's List.

ACADEMIC HONORS

Students who achieve various degrees of academic excellence at Wofford College are graduated with one of the following honors: cum laude, magna cum laude, or summa cum laude. These honors are determined by using the traditional grade-point-average, and the qualifications are: 3.25 — cum laude; 3.50 — magna cum laude; and 3.75 — summa cum laude.

REQUIREMENTS FOR GRADUATION

Candidates for degrees must complete 124 semester hours including general education and major requirements and the prescribed number of Interim projects. The candidate must have at least a C average (2.0) on all course work except that courses or Interim projects graded on a Pass-Fail system are not used to determine this average nor are courses in which the candidate received a grade of F. A candidate may also meet the graduation requirement by presenting a number of hours of C's equal to the overall graduation requirement (124 semester hours) minus the number of hours accumulated in meeting the requirements for Interim, Physical Education, and the Freshman Orientation Program. In like manner the student must also have at least a C average in his or her major, or the candidate must have enough hours of C's to meet the total hours required in that major.

Grades transferred from other institutions, except Converse College grades earned when the cooperative program is in effect, will not be used in computing the C average required for graduation.

RESIDENCY REQUIREMENT

The senior year of work (the final thirty hours) must be completed at Wofford College. In extremely extenuating circumstances (such as the unavailability in the senior year of required courses), students may be permitted to take up to eight of those hours at an accredited senior college or university other than Wofford College. Before undertaking such work, the student must obtain the approval of the Registrar and chairman of the department concerned.

REGULATIONS FOR ADDING OR DROPPING COURSES

During the Add Period, which in each semester extends from the day of registration to the dates noted in the College Calendar, the student wishing to add a course must obtain an enrollment card from the instructor who teaches that course. This enrollment card is brought by the student to the Office of the Registrar. The Drop Period, the end of which is also announced in the College Calendar, is several days longer than the Add Period and a course dropped during this period does not appear on the student's permanent record. During this period the student who wishes to drop a course must obtain a "Drop Slip" from the instructor who teaches the course. This form is likewise brought by the student to the Registrar's Office. In each case the card or form must be initialed by the instructor involved, and in the case of freshmen or sophomores who drop or add courses, the documents must bear the faculty advisor's signature.

After the Drop Period the student may drop a course at any time, but before doing so should seek advice on the matter from his or her advisor and the instructor. At that time the student must request a "WP" (which may or may not be granted); without such request it is incumbent upon the instructor to report a "WF" to the Registrar. This "Drop Slip" is returned to the Registrar by the instructor and not by the student.

REPEATED COURSES

Any course may be repeated; however, credit-hours will be awarded only once.

Any student who has twice failed a course required for graduation may request before the end of the Drop-Add Period in the subsequent

regular semester the Dean of the College to convene a committee to review his or her case. This committee's decision is arbitrary and final.

CLASS STANDING

For a student to rank as a sophomore, he or she must have earned a minimum of 30 semester hours; as a junior, 61 semester hours; as a senior, 90 semester hours.

OFF-CAMPUS COURSES

Any student who has accumulated 62 semester hours, exclusive of up to six hours in military science and two hours of required physical education, and who desires to take course work at another institution of higher education, must take such work at an accredited senior college or university if he or she expects this work to apply toward the requirements for a degree from Wofford College. The student must secure the advance approval of the Registrar and the chairmen of the departments in which the student desires to take such courses.

WITHDRAWAL FROM COLLEGE

The College, sincerely interested in the welfare of both the student and the institution, requires a personal exit interview with either the Assistant Dean of the College, the Dean of Students, or the Registrar by any student who plans to withdraw from the College. In extenuating circumstances, such interviews might be conducted by telephone with one of the administrators specified above.

AUDITING COURSES

A student who wishes to audit a course may do so on securing the consent of the instructor and the Registrar. The course may be recorded as "Audit" upon the request of the student and the recommendation of the instructor.

An audit fee is charged each course-auditor who is not a full-time Wofford student.

HONORS COURSES

At the discretion of the Faculty, a senior student may be allowed to carry an honors course during the regular academic year. Honors courses are subject to the following regulations:

1. Any honors course may count as part of the major requirement in any field.

2. A student shall be allowed to participate in an honors course upon approval by his or her major department.

3. Only students having grades of "B" or better in all courses in their major department during their previous two regular semesters at Wofford shall be eligible to participate in honors courses. Upon mutual consent of department and student, the department shall submit to the Curriculum Committee of the Faculty a request that the student be allowed to participate in an honors course. The request shall be accompanied by a statement concerning the general nature of the work to be undertaken.

4. An honors course may be undertaken only by seniors and will carry a maximum credit of six semester hours and will receive a grade of Pass, Pass With Honors, or Failure.

5. The course, if completed satisfactorily, shall be entered on the student's permanent record with a notation to the effect that it is an honors course. Also, the student shall be mentioned at commencement exercises — and shall be listed in a special section of the college catalog — as having attained "high honors" or "honors," providing he or she received an "H" or a "P" in the honors program.

6. A student may be removed from an honors program at any time if, in the judgment of the department, his or her work is not of sufficient merit to justify continuing.

7. An honors course is not to be subject to the usual limit on course load.

8. Each student completing an honors course shall prepare and submit to the instructor three copies of an abstract describing the work done in the course. The department shall then place one copy in the student's file and one copy in the college library. It is expected that the department will keep the third copy in its own files.

9. Applications for honors courses should be made at least in time for consideration by the Curriculum Committee of the Faculty at its last scheduled meeting in the student's junior year, or where circumstances do not permit such action, at a special meeting of the Curriculum Committee to be held prior to the first Faculty Meeting of his or her senior year.

IN-COURSE HONORS

Qualified Wofford students may elect in-course honors in accordance with the following regulations:

1. ELIGIBILITY

The student must have had at least one previous semester at

Wofford and must have attained a B average, either cumulative or current.

II. PROCEDURE FOR APPLICATION AND APPROVAL

A. A written request for in-course honors must be presented to the course instructor.

B. A planned program of study must be submitted before the end of the third week of the semester. A special form for this purpose is available to the student in the office of the Registrar. The complete form will be retained by the course instructor or until the end of the semester and then used, in space provided, for a report to the Dean of the College.

C. Approval of the application and program of study must be obtained from the course instructor, the department chairman, and the Dean of the College.

III. REQUIREMENTS, PROCEDURES, AND CREDITS

A. The student shall meet *all* the requirements of the regular course, including the final examination.

B. Credit may not be given for in-course honors unless the student earns a grade of at least B on both the regular course and the in-course honors work. (The grade on one shall not affect the grade on the other.)

C. Honors work shall:

1. consist of *independent* study, under tutorial guidance;
2. exhibit "plus qualities" such as initiative, creativity, intellectual curiosity, critical thinking, sound methodology;
3. include a terminal essay which analyzes or exhibits the results of the study;
4. culminate in an oral examination by a committee (appointed by the department chairman) of three faculty members including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour.

D. Upon the student's satisfactory completion of in-course honors the instructor will report the regular course grade with the suffix H added to the course number and with the signatures of at least two of the examiners appearing on the report card.

E. The Registrar will add the H suffix to the course number on the student's record and allow *one semester hour* credit for the honors work in addition to the regular course credit.

IV. LIMITATIONS

A. No student may elect more than one in-course honors program per semester.

B. No student shall be penalized for failure to undertake honors work. He may, without honors, earn B's or A's in the regular course.

C. No faculty member is obligated to comply with the request of a student for in-course honors.

D. No first-semester faculty person shall give in-course honors: he or she should direct the interested student to the department chairman for other possible arrangements.

CLASS ATTENDANCE

1. All students are expected to attend all classes and laboratories. Students should understand that they are responsible for the academic consequences of absence from class or laboratory.

2. Under this policy a student's retention in a course is based on academic performance in class, not legalistically on how many times he or she does not attend. In the classroom students give reactions and listen to the reactions of fellow students. In such an educative process both the class and the student suffer a decided loss when he or she misses class.

3. Any student who abuses attendance privileges or who is remiss in academic performance may be required to withdraw from the course under the following procedures:

- a. in such a case, the instructor will send a class warning to the student, requesting an interview. If the student fails to respond or if the interview is unsatisfactory, the instructor will notify the Assistant Dean of the College.
- b. if the student fails to show satisfactory improvement, the instructor shall send to the Dean of the College for approval a Required Class Withdrawal form for the student. After approval, the Dean of the College will inform the instructor, the student, and other interested parties of the required withdrawal, and the student will be assigned a grade of WP or WF as determined by the instructor.

4. Absences from Military Science and Physical Education classes will be governed by those two departments.

5. Absences from class do not excuse a student from meeting all academic course requirements. In such cases the instructor will determine whether make-up work will be permitted or required. However, a student who is absent from a final examination may receive permission from the Dean of the College to take such an examination at a later date; permission will be granted only in extremely extenuating circumstances.

ACADEMIC PROBATION AND EXCLUSION

Academic probation or exclusion is intended to warn the student that he or she is failing to profit from an educational opportunity. The standards adopted are based upon the theory and hope that the student whose academic performance is poor may be expected to make reasonable progress toward meeting the requirements for graduation. Therefore, the student's record will be evaluated after each semester. If the student fails to meet the minimum levels of performance, he or she will be placed on academic probation for the subsequent semester, or will be excluded for the subsequent semester. If the student is on academic probation for three consecutive semesters, he or she will be ineligible to attend Wofford in the subsequent semester. However, at any time that the student makes the Dean's List in the third semester under academic probation, he or she will be allowed to re-enroll for the subsequent semester. Students excluded from Wofford College may apply to the Registrar for readmission after one semester of exclusion.

Wofford College will not accept any academic credit taken at another institution while the student is on academic probation or exclusion. This rule may be waived only if the student on *academic probation* presents in writing a petition to the Registrar.

The College feels strongly that permanent exclusion from the College is a serious matter that should involve very deliberate consideration between the Dean, the Registrar, the student's faculty advisor, and the student. No regulations, therefore, are prescribed.

All students enrolled during 1973-74 or earlier will continue under the Academic Probation and Exclusion regulations stated in the 1973-74 catalog. All transfers, former students, and freshmen entering Wofford College after May 1974, will come under the rules outlined herein, and the Registrar will establish equivalents and procedures necessary to apply this rule to students.

<i>*Cumulative Hours Attempted</i>	<i>Cumulative Academic Probation Level</i>	<i>Cumulative Exclusion Level</i>
16 - 26	GPA Below 1.30	GPA Below 1.00
27 - 58	Below 1.60	Below 1.20
59 - 92	Below 1.80	Below 1.40
93 or more	Below 2.00	Below 1.60

At any time that a student's academic performance is extremely poor the Dean, after consultation with the Registrar, the student, and the student's faculty advisor, may require the student to withdraw from the College immediately, regardless of the minimum standards outlined above.

*P/F courses not included, i.e., Interim, Freshman Orientation Program, and P.E. 101 and 102.



GENERAL REQUIREMENTS

The requirements for the degree of Bachelor of Arts or Bachelor of Science are based on a broad distribution of studies among the representative fields of human culture and a concentration of studies within one chosen field. The object of distribution is to give the student a general view of our intellectual heritage and to broaden his or her outlook. The object of concentration is to aid the student in a particular field of scholarly achievement. These requirements are designed to guide students into academic work desirable for their growth, and they are basic to later study in various professions.

Students majoring in the humanities or social sciences shall receive the B.A. degree. Students majoring in the natural sciences or psychology shall receive the B.S. degree. Those majoring in mathematics will receive the B.A. degree if they have fewer than 16 semester hours in the natural sciences; if they have 16 or more hours in the natural sciences, they will receive the B.S. degree.

Students who select a major in accounting, economics, English language and literature, foreign languages, government, history, humanities, intercultural, interdepartmental, mathematics, philosophy, religion, or sociology will qualify for the B.A. degree.

Students who select a major in biology, chemistry, interdepartmental, mathematics, physics, or psychology will qualify for the B.S. degree.

AWARDING OF DEGREES

Degrees are awarded in May, August, and February. Commencement exercises are held in May of each year.

REQUIREMENTS FOR THE B.A. and B.S. DEGREES

It is the responsibility of the student to ascertain and meet his or her requirements for the completion of the degree.

	Semester Hours	
	B.A.	B.S.
English	6	6
Fine Arts	3	3
Foreign Languages	4-6	4-6
Humanities Seminar	3	3
Natural Science	8	16
History	12	12
Philosophy		
Religion		
Physical Education	2	2
Freshman Orientation Program	2	2
Major Work	18-44	18-44
Interim Projects and Electives for a total of	124	124

In addition to completing these requirements, each student must be approved for the B.A. or B.S. degree by a majority of faculty members present and voting at a special faculty meeting held prior to graduation.

OUTLINE OF SPECIFIC REQUIREMENTS

ENGLISH

SIX SEMESTER HOURS

This requirement is met by successfully completing English 102 and either a 200-level English course or Humanities 201 and 202.*

FINE ARTS

THREE SEMESTER HOURS

This requirement is met by successfully completing one of the following courses:

Art 201, 202, 250, 301, 303, 480
 Humanities 201 and 202*
 Music 100 and/or 200 (four hours total)
 Music 201 or 202
 Theatre 250, 350, 351

FOREIGN LANGUAGES

FOUR OR SIX SEMESTER HOURS

This requirement is met by successfully completing one of the following courses or combinations of courses:

French 203
 German 203
 Spanish 203
 Chinese 201-202
 Greek 201-202

HISTORY, PHILOSOPHY,

RELIGION

TWELVE SEMESTER HOURS

This requirement is met by the satisfactory completion of one course in each department plus one additional course in one of the three departments. The following courses will satisfy the requirements:

History 101, 102 or 103
 Humanities 201 and 202*
 Philosophy: Normally a 200 level course
 Religion 201, 203, 251, 252

HUMANITIES 101

THREE SEMESTER HOURS

This seminar course is required of every freshman.

*The student must successfully complete the full year of Humanities 201, 202 in order to count one course toward the general education requirements in each of the areas of English literature, fine arts, philosophy, and religion.

INTERIM NORMALLY, SIXTEEN SEMESTER HOURS

This requirement is met by the student's successful completion of one four-hour Interim project for each twenty-seven semester hours of credit earned through course-work at Wofford (or one project for each year of academic work here for those students who complete all course-work requirements at Wofford College in three years).

NATURAL SCIENCE,**B.A. DEGREE****EIGHT SEMESTER HOURS**

This requirement may be satisfied by the completion of Science 101, 102 in the freshman year.[†] If for any reason this is not done, the requirement must be met by satisfactory completion of two semester-courses, preferably in the same department, chosen from the following list:

Biology 101, 102, 123, 124, 221, 222
Chemistry 123-124
Geology 111, 112
Physics 121, 122
Psychology 331, 332, 341, 342

NATURAL SCIENCE,**B.S. DEGREE****SIXTEEN SEMESTER HOURS**

This requirement is satisfied by the completion in each of two departments of two courses chosen from the following list:

Biology 101, 102, 123, 124, 221, 222
Chemistry 123-124
Geology 111, 112
Physics 121, 122
Psychology 331, 332, 341, 342

FRESHMAN**ORIENTATION PROGRAM****TWO SEMESTER HOURS**

This requirement of all freshmen (and transfer students who enter with fewer than 12 hours) is met by successful completion of two semesters of the program.

PHYSICAL EDUCATION**TWO SEMESTER HOURS**

This requirement is met by satisfactorily completing P. E. 101 and 102 in the sophomore year.

[†]By written notice to the Registrar an instructor may certify satisfactory completion of the Natural Science requirement when warranted by the second semester improvement of a student who failed to pass the first semester.

MAJOR WORK**EIGHTEEN TO FORTY-FOUR SEMESTER HOURS**

For details regarding major work and major departments, consult the paragraphs headed "Major Work" below, and the departmental and interdepartmental listings in the "Courses of Instruction" section of the catalog.

ELECTIVES

In addition to the above, the student must elect sufficient courses to complete the one hundred and twenty-four semester hours necessary for graduation.

OMISSION OF REQUIRED COURSES

Students with superior preparation in any of the above-listed courses are encouraged (or may be required at the option of the department) to omit any of them on which they demonstrate satisfactory proficiency in the judgment of the department concerned. Students relieved of such required courses must still take one hundred and twenty-four semester hours in college, except those qualifying under the Advanced Placement Program, the College-Level Examination Program, or the College Placement Test Program.

MAJOR WORK

Not later than the close of the sophomore year, each student shall select the academic department in which he or she will take his or her major work. At that point also the student is to complete the Major Work Form, which, after having been approved by the chairman of the student's chosen major department, is to be filed with the Registrar.

Major work itself involves the successful completion of substantial numbers of semester hours in one academic department or, under certain circumstances, in a selected combination of departments; the number of hours required ranges from eighteen to thirty-two in a one-department major and from twenty-four to forty-four in a combined major. Under no circumstances, however, may a student take (to apply toward a bachelor's degree) more than thirty-six hours in any one department, with courses used to satisfy general requirements not included in calculating that total.

Similarly, neither those courses open primarily to freshmen nor those used to meet general requirements may be applied toward completion of major work requirements.

The quality of a student's major work must be such that he or she finishes with a grade average at the C level or higher in all work applied toward the major (with grades of F not being included in the

calculation of that average) or that he or she has attained grades of at least C in the minimum number of hours and courses required for the major. A majority of courses in the student's major must be taken at Wofford, and only the grades in Wofford courses will be used to determine the C average that is required.

PRE-PROFESSIONAL PROGRAMS AND COMBINED COURSES

COMBINED ACADEMIC-ENGINEERING PROGRAMS

Wofford College has agreements with three institutions which afford students an opportunity to become liberally educated engineers. After a student has completed general education requirements and certain prescribed courses in mathematics and the physical sciences, and has been recommended by the faculty, he or she is automatically accepted at one of the following institutions — Clemson University, Columbia



University, or Georgia Institute of Technology. After successful completion of one year at the professional school, he or she may be awarded the Bachelor's degree by Wofford, and after the second successful year at the professional school, the student is awarded the Bachelor of Science Degree in Engineering.

These pre-engineering programs are rather tightly structured, and the requirements of each of the engineering schools differ slightly. Therefore, it is wise for those interested to consult early and frequently with the program advisor.

PRE-MEDICINE, PRE-DENTISTRY, PRE-MINISTERIAL, PRE-VETERINARY SCIENCE, AND PRE-LAW

Wofford College has an excellent reputation for preparing persons for entry into medicine, dentistry, veterinary medicine, Christian ministry, and law. Generally, any of the College's majors prepares persons for the appropriate professional and graduate schools. Normally, however, persons planning careers in medicine, dentistry, or veterinary medicine major in one of the natural sciences and persons going into law or the Christian ministry major in one of the humanities or social sciences.

A student who desires, before graduating from Wofford, to transfer to a professional school approved by the Dean of the College and who desires to receive the degree of Bachelor of Arts or Bachelor of Science may do so by completing certain requirements. These, too, are tightly structured programs, and the student should consult the Dean of the College and the appropriate "pre-advisor" early and frequently.

TEACHER EDUCATION PROGRAM

For many years Wofford College has been educating well-qualified teachers for the schools of South Carolina and the nation. The teacher education program at Wofford meets the standards of the National Association of State Directors of Teacher Education and Certification and is approved for the preparation of teachers in biology, chemistry, English, French, German, Spanish, mathematics, physics, social studies (history, government, economics, sociology, psychology), and driver education. Wofford teacher education graduates are certified as secondary school teachers in South Carolina and some 35 other states.

Careful planning and selection of courses is required in order to satisfy both college requirements and those of teacher certification agencies. The earlier in his or her college career a student registers interest in teaching with the department of education, the more readily can the planning be effected. The College can, within reason, assure students of satisfactory fulfillment of certification requirements if they consult *not*

later than the first semester of the sophomore year, and follow the prescribed courses in the teacher education program.

The teacher education program is as follows:

GENERAL EDUCATION

Teacher education candidates must complete one course in biological science and one course in physical science (chemistry, physics, geology). Science 101, 102 may be counted, if taken in these departments. Courses recommended for teacher education students are: art appreciation, music appreciation, United States history, mathematics, and health education.

PROFESSIONAL EDUCATION

Sophomores	Education 200
Juniors	Psychology 300 or 321 Education 333 Educational Psychology 332 or Education 326
Seniors	Education 409-410

TEACHING AREA

Each subject field requires specific courses and a minimum number of semester hours for teacher certification. For courses required in each field, consult the education department or the major department:

	Semester Hours
English	36
Foreign Language.....	30
Mathematics.....	37-39
Biology	60
Chemistry.....	58-60
Physics.....	60
Social Studies (History, Government, Economics, Psychology, Sociology).....	43-56

RECOMMENDATION FOR CERTIFICATION

The College advises students as to the requirements of the teacher education and the certification programs, and helps with scheduling the appropriate sequence of courses. Responsibility for starting the program and pursuing it to completion, however, rests upon the individual student. Deficiencies in preparation at the time the candidate applies for certification are not the responsibility of the College. Wofford College recommends for certification only those students who have completed satisfactorily all requirements of the program.



On the following pages are brief statements concerning course offerings, prerequisites, and major requirements. For fuller statements and more detailed explanations contact the appropriate departments or the Dean of the College directly.

Students should be aware that they may have access also to a number of courses offered at Converse College but open to Wofford students, under the terms of a cooperative cross-registration arrangement. The privileges of this arrangement are available to students in good standing, provided that there is space for their enrollment in the given courses and that the courses are not offered at Wofford.

Not all courses are offered each year. Department chairmen should be consulted for scheduling information.

Information as to the specific courses which are offered at Converse may be obtained from the Registrar at Wofford.

NUMBERING SYSTEM

Courses numbered in the 100's and 200's are primarily for freshmen and sophomores.

Courses numbered in the 300's and 400's are primarily for juniors and seniors.

Course numbers separated by a *colon* (e.g.: 202:202) indicate a full year course for which credit is not given unless the work of both semesters is completed. Such a course may not be entered at the second semester.

Course numbers separated by a *hyphen* (e.g.: 201-202) indicate a year course for which credit for one semester may be given, but which may not be entered at the second semester.

Course numbers separated by a *comma* (e.g.: 201, 202) indicate two distinct one semester courses, of which the second is in logical continuity from the first; these courses may be entered at either semester.

Single course numbers (e.g.: 265) indicate unitary one semester courses.

In general, odd numbered courses or half courses are offered in the first semester and those with even numbers are offered in the second semester.

After each of the following course descriptions are three numbers (in parentheses) which indicate the number of class meeting hours or equivalent normally met each week; the number of laboratory hours or equivalent normally met each week; and the number of semester hours credit for the course.

DEPARTMENTAL OFFERINGS

BIOLOGY

W. RAY LEONARD, *Department Chairman*

H. DONALD DOBBS, WILLIAM B. HUBBARD, E. GIBBS PATTON

Major Prerequisites: None

Major Requirements:

Biology 123, 124, 221, 222

Four advanced courses chosen in consultation with the departmental chairman. One of these may be a three-hour, non-laboratory course.

Senior Seminar (Biology 451) in the autumn of the senior year.

Departmental Reading Program in the junior year.

Comprehensive examination on core courses.

In order for a student to graduate with a major in biology, all requirements stated above must be completed to the satisfaction of the departmental faculty. Majors planning to complete degree requirements by the middle of their senior year should make this plan known to the departmental chairman at the beginning of the fall term so arrangements can be made for all major requirements to be satisfied before they leave the campus.

All medical and dental schools accept a major in biology. Therefore, the department does not offer a special program of study for pre-medical and pre-dental students.

*101. GENERAL BIOLOGY

Fundamental facts and principles of animal life.
(3-3-4) STAFF

*102. GENERAL BIOLOGY

Fundamental facts and principles of plant life.
(3-3-4) STAFF

123. INTRODUCTORY ANIMAL BIOLOGY

Study of animal life with emphasis on form and functions.
(3-3-4) DOBBS

124. PLANTS AND ECOSYSTEM

Structure and function of the vascular-plant body; similarities and differences among representatives of major plant-groups; plants, animals, man, and the physical environment as an ecosystem.
(3-3-4) PATTON

*Offered in summer school only; does not count toward a biology major, but does count toward fulfillment of the natural science requirement.

- 221. INTRODUCTION TO MOLECULAR AND CELLULAR BIOLOGY**
Introduction of morphological, biochemical, biophysical, and genetic studies of living cells.
(3-3-4) LEONARD
- 222. INTRODUCTION TO GENETICS AND DEVELOPMENT**
Study of the basic concepts of heredity and subsequent development of organisms.
(3-3-4) HUBBARD
- 301. GENETICS**
Study of the principles of heredity with emphasis on the more recent work and findings in the field.
(3-3-4) HUBBARD
- 302. VERTEBRATE MORPHOGENESIS**
Study of vertebrate anatomy and embryology. (1979 and alternate years).
(3-3-4) DOBBS
- 303. MICROBIOLOGY**
Study of the microscopic forms of life, including structures, functions, uses and controls.
(3-3-4) HUBBARD
- 304. INVERTEBRATE ZOOLOGY AND ANIMAL PARASITISM**
Study of selected invertebrates, with emphasis on symbiotic relationships and species parasitic in man (1978 and alternate years).
(3-3-4) DOBBS
- 307. ECOLOGY**
Study of interrelationships of the environment and organisms, including man.
(3-3-4) PATTON
- 309. BIOLOGY OF NON-WOODY PLANTS**
Identification and classification of vascular and non-vascular plants; history and biology of cultivated plants; biology of plant-disease; laboratory studies in plant growth; and other topics utilizing non-woody plants. Offered in even-numbered years.
(3-3-4) PATTON
- 311. BIOLOGY OF WOODY PLANTS**
Study of the identification, distribution, discovery and exploration, growth, and body-functions of trees and shrubs, with emphasis on the rich woody flora of the region. Offered in odd-numbered years.
(3-3-4) PATTON
- 401. HISTORY OF BIOLOGY**
Study of the development of the biological sciences from antiquity to the present.
(3-0-3) DOBBS
- 402. HUMAN GENETICS**
Study of the principles of genetics as they apply to the human.
(3-0-3) HUBBARD
- 404. ANIMAL PHYSIOLOGICAL PRINCIPLES**
Study of the leading ideas and concepts of the physiology of animals.
(3-3-4) LEONARD

407. MAMMALIAN HISTOLOGY

Microscopic anatomy. Study of the cellular structure of tissues and organs.
(3-3-4) LEONARD

451. SENIOR SEMINAR

Discussion of assigned readings on evolution. Required of majors in biology during autumn of senior year.
(1-0-1) PATTON

481. SELECTED TOPICS IN BIOLOGY

Group or individual study of selected topics in biology.
(3-0-3) STAFF

HONORS COURSES AND IN-COURSE HONORS

The Department of Biology encourages its students to undertake honors work. For further information, the student is referred to Honors Courses, page 70 and In-Course Honors, page 71, in this catalog.

CHEMISTRY

WILLIAM P. CAVIN, *Department Chairman*

W. SCOT MORROW, B.G. STEPHENS, DORIS M. THOMPSON

DONALD A. CASTILLO, JR.

Major Prerequisite: Chemistry 123-124

Major Requirements:

In order to allow flexibility in the major and provide for differing professional goals, the chemistry department offers a variety of major programs.

ALL MAJORS REQUIRE:

Chemistry 201-202, 211, 212 and Physics 121, 122.

DEPARTMENTAL READING PROGRAM in the junior year.

COMPREHENSIVE EXAMINATION in the senior year.

(A course in Computer Science is highly recommended.)

PROFESSIONAL CHEMISTRY MAJOR:

Designed for students who plan graduate work leading to the M.S. and/or Ph.D. degree in chemistry. These courses are recommended by the American Chemical Society for a professional chemistry major.

Chemistry 311, 312, 322, 410, 420; Math 251, 252.

(Chemistry 451-452 or 480+ are recommended as electives.)

Chemistry majors who plan to do graduate work are strongly advised to take Math 351, 352 and to acquire a reading knowledge of German.

LIBERAL ARTS CHEMISTRY MAJOR:

Designed for students who prefer more flexibility in choosing electives. While this program does not meet the standards of the American Chemical Society, students following this major often continue in graduate work or enter industry.

Chemistry 311, 312 and two approved advanced electives (8 sem. hrs.) in chemistry chosen in consultation with the department chairman; Math 251, 252.

CHEMISTRY MAJOR FOR HIGH SCHOOL TEACHERS:

Chemistry 301, 302, 322 and one approved advanced elective (4 sem. hrs.) in chemistry chosen in consultation with the department chairman; Math 140, 160 or 251, 252; any two of the following: Biology 123, 124, 221, 222.

In addition to the requirements for the major, students who plan to teach must also meet the requirements for teacher certification. Further information on the Teacher Education Program is given on pages 81 and 82 of this catalog or may be obtained from the chairman of the department of education.

CHEMISTRY MAJOR FOR PRE-MEDICAL STUDENTS:

This is the most flexible of all major programs in the chemistry department and is designed to provide a strong background for pre-medical or pre-dental students. This program fulfills the course requirements of any medical or dental school in the entire country.

Chemistry 301, 302 and two approved advanced electives (8 sem. hrs.) chosen in any combination from biology, chemistry, or physics, selected in consultation with the department chairman; Math 140, 160 or 251, 252.

HONORS COURSES AND IN-COURSE HONORS:

Chemistry majors are encouraged to participate in the honors programs that are available at Wofford. For Further information, see Honors Courses, page 70 and In-Course Honors, page 71, of this catalog.

100. ELEMENTARY PREPARATION FOR GENERAL CHEMISTRY

An introduction to problem analysis, unit conversions, applied algebra, chemical equations, stoichiometry, and properties of chemical substances. Available only to students whose scholastic preparation is judged by the department to be inadequate for a successful study of general chemistry. Credit in this course will not be applied toward satisfying departmental major requirements or college general education requirements. Concurrent enrollment is recommended in Math 120 or 130. (2-0-2) STAFF

123-124. GENERAL CHEMISTRY

A thorough treatment of the fundamentals of chemistry from a strictly modern point of view.

(3-3-4) each semester STAFF

201-202. ORGANIC CHEMISTRY

A study of the compounds of carbon with emphasis on structure and mechanisms. Prerequisite: Chemistry 123-124.

(3-3-4) each semester CAVIN

211, 212. INTRODUCTORY ANALYTICAL CHEMISTRY

Fundamental theories and techniques of quantitative chemical analysis. Prerequisite: Chemistry 123-124.

(1-3-2) each course CASTILLO

250+. INTRODUCTION OF RESEARCH

Elementary investigations in chemistry for students who wish to begin research early in their undergraduate studies. A maximum of 4 credit hours may be obtained in Chemistry 250+. Prerequisite: Chemistry 123-124 or consent of the department.

(0-3-1) STAFF

280+. SELECTED TOPICS IN CHEMISTRY

Group or individual study of selected topics in chemistry at an intermediate level. Intended for non-chemists as well as chemistry majors. Specific topics will vary with student interest and will be announced one semester in advance.

(1, 2, or 3 — 0 or 3 — 1, 2, 3, or 4) STAFF

301. PHYSICAL BIOCHEMISTRY

Selected aspects of the analytical and physical chemistry of biomolecules which are especially applicable to the medical and life sciences. Prerequisites: Chemistry 202; Physics 122; Math 140, 160 or 251, 252. Recommended: Chemistry 211, 212.

(3-3-4) MORROW

302. BIOCHEMISTRY

A thorough treatment of the molecular basis of cellular structure and function, metabolic organization, bioenergetics and the utilization of genetic information. Prerequisite: Chemistry 202. Recommended: Chemistry 211, 212 and 301; Biology 221.

(3-3-4) MORROW

311, 312. PHYSICAL CHEMISTRY

A study of the laws and theories of chemistry, thermodynamics, kinetics, quantum theory and molecular structure, etc., from a modern viewpoint. Emphasis on problem solving. Prerequisites: Chemistry 211, Physics 122, Math 252.

(3-3-4) each course THOMPSON

322. INORGANIC CHEMISTRY

A survey of inorganic chemistry with emphasis on the periodicity of the elements and development of the modern theories of the relationships of chemical behavior and structure. Prerequisite: Chemistry 311 or 301.

(3-3-4) THOMPSON

410. STRUCTURAL ANALYSIS OF ORGANIC COMPOUNDS

Integrated application of instrumental and classical techniques to research oriented problems in structural organic chemistry. Application of IR, UV, NMR and mass spectroscopy to organic structure determination. Prerequisites: Chemistry 202, 211, 212.

(2-6-4) CAVIN

420. CHEMICAL INSTRUMENTATION

Instruments and methods in absorption and emission spectrometry, gas chromatography, mass spectrometry, radioisotope and electrometric measurements. Prerequisite: Chemistry 211, 212 and 311, 312 (or 301). (2-6-4) CASTILLO

451:452. SENIOR RESEARCH

Guided original research of a simple nature in the field of the student's interest. Introduction to basic research principles. Library and laboratory research leading to solution of the problem and a written report. Prerequisites: Consent of the instructor and approval by the department chairman. (0-6-2) each semester STAFF

480+. ADVANCED TOPICS IN CHEMISTRY

Group or individual study of special topics in chemistry at an advanced level. Topics will vary with student interest, but will be selected from advanced areas of analytical, organic, inorganic, physical or biochemistry, and will be announced one semester in advance. Prerequisite: Introductory course in area of study and consent of the instructor. (3-0-3) STAFF

ECONOMICS AND ACCOUNTING

MATTHEW A. STEPHENSON, *Department Chairman*

HUGH T. ARTHUR, JOHN G. FULMER*, HAROLD W. GREEN, REBECCA J. VANG, RICHARD M. WALLACE, JR.

ECONOMICS MAJOR

Major Prerequisites: Mathematics 140, 160.

Major Requirements: Economics 201, 202, 301, 302.

Twelve additional semester hours of Economics, Accounting, or Computer Science courses which must include at least two economics courses numbered above 400.

201. PRINCIPLES OF ECONOMICS I

An introduction to the analysis of how a market economy allocates scarce resources to produce goods and services people want. (3-0-3) STAFF

202. PRINCIPLES OF ECONOMICS II

A study of the theory of income and employment and of the policies that affect the level of income and employment. (3-0-3) STAFF

301. MICROECONOMIC THEORY

An intermediate-level course in the economic analysis of the behavior and relationships of individual decision-making units in a market economy. Prerequisites: Economics 201, Mathematics 180. (3-0-3) STAFF

*On leave of absence 1977-78.

302. MACROECONOMIC THEORY

An intermediate-level course in the economic analysis of the determination of income and employment. Prerequisites: Economics 201, 202, Mathematics 160. (3-0-3) STAFF

311. ECONOMIC HISTORY OF THE UNITED STATES

An historical treatment of the economic development of America from colonial times to the present. (3-0-3) ARTHUR

321. BUSINESS FINANCE

A study of the corporate financial organization. Prerequisite: Accounting 211. (3-0-3) STAFF

331. MANAGEMENT

A study of the basic functions of administration — planning, organizing, directing and controlling. (3-0-3) VANG

372. COMMERCIAL LAW

A study of basic legal principles applying to the conduct of business operations. (3-0-3) GREEN

401. INTERNATIONAL ECONOMICS

A study of the theory of international specialization and exchange, the making of international payments, and the relation of international transactions to national income. Prerequisites: Economics 201, 202. (3-0-3) ARTHUR

412. PUBLIC FINANCE

A study of the theory and practice of taxation, public expenditures, and public debt. Prerequisites: Economics 201, 202. (3-0-3) STAFF

422. MONEY AND BANKING

A study of the relationship between money and the level of economic activity, commercial and central banking, credit control under the Federal Reserve System, and the theory and objectives of monetary policy. Prerequisite: Economics 202. (3-0-3) STAFF

431. URBAN ECONOMICS

An analysis of the economic forces affecting the performance and structure of the urban economy. Prerequisites: Economics 201, 202. (3-0-3) STEPHENSON

442. PUBLIC POLICY TOWARD BUSINESS

A study of government regulations of business and antitrust policy. Prerequisites: Economics 201, 202. (3-0-3) STEPHENSON

451. LABOR ECONOMICS

A study of the nature of the market for labor services. Prerequisites: Economics 201, 202. (3-0-3) STEPHENSON

461. COMPARATIVE ECONOMIC SYSTEMS

A survey of the economic systems of capitalism, socialism, communism, and fascism.
Prerequisites: Economics 201, 202.
(3-0-3) STEPHENSON

472. HISTORY OF ECONOMIC THOUGHT

A study of the evolution of economic analysis including a brief survey of the economic ideas of Aristotle, the scholastic, mercantilists, and physiocrats and a more detailed study of the economic analysis of the classicists, Marxists, marginalists, and Keynesians. Prerequisites: Economics 201, 202.
(3-0-3) STEPHENSON

480. SPECIAL TOPICS IN ECONOMICS

Topics may vary from year to year.
(3-0-3) STAFF

492. MATHEMATICAL ECONOMICS

A study of how the basic assumptions of economic theory are stated in terms of mathematical symbols. Theoretical conclusions from these assumptions are derived by the use of the methods of mathematics. Prerequisites: Economics 301, Mathematics 160.
(3-0-3) STAFF

ACCOUNTING MAJOR

HAROLD W. GREEN, *Coordinator*
REBECCA J. VANG

Major Prerequisites:

Mathematics 160; Computer Science 100; Economics 201, 202; Accounting 211, 212.

Major Requirements:

Mathematics 140; Computer Science 200; Economics 321, 272; Accounting 351, 352, 452, 461, 462, 471.

211. FINANCIAL ACCOUNTING

Fundamental processes of recording, classifying, summarizing and interpreting business activity with emphasis on corporate organizations.
(3-0-3) STAFF

212. MANAGERIAL ACCOUNTING

Preparation and utilization of financial data for internal management purposes.
Prerequisite: Accounting 211.
(3-0-3) STAFF

***250. PERSONAL FINANCE**

A study of the financial and economic problems faced by most individuals; includes such topics as credit, taxation, investments, insurance, budgeting, real estate, and banking.
(3-0-3) GREEN

***260. FEDERAL INCOME TAX**

A study of the internal revenue code and its application to individual returns.
(3-0-3) GREEN

*Offered in summer school only; does not count toward the Economics major or the Accounting major.

351. INTERMEDIATE ACCOUNTING I

Emphasis on accounting theory and concepts, relating to net working capital, investments, and plant assets. Prerequisites: Accounting 211, 212.
(3-0-3) STAFF

352. INTERMEDIATE ACCOUNTING II

A continuation of Accounting 351, study of accounting theory relating to the capital structure of the business corporation, price level changes, funds, flow statements, and related matters. Prerequisites: Accounting 211, 212.
(3-0-3) STAFF

452. COST ACCOUNTING

Basic consideration of cost principles and procedures applicable to manufacturing operations with emphasis on analytical and decision making purposes. Prerequisites: Accounting 212.
(3-0-3) GREEN

461. ADVANCED ACCOUNTING

Theories and techniques applicable to specific situations; such as business combinations, liquidations, fiduciaries, consolidated statements, and governmental agencies. Prerequisites: Accounting 351 and 352.
(3-0-3) VANG

462. AUDITING

Fundamental principles and practices of internal and external auditing. Prerequisites: Accounting 461.
(3-0-3) GREEN

471. TAX ACCOUNTING

Theory and practice of federal income taxation for individuals, partnerships, and corporations. Prerequisites: Accounting 211, 212.
(3-0-3) VANG

480. SPECIAL TOPICS IN ACCOUNTING

Topics may vary from year to year.
(3-0-3) STAFF

EDUCATION

DAVID H. PRINCE, *Department Chairman*

L. HARRIS CHEWNING, JR., EDWARD R. MINUS, PHILIP N. RACINE,
DUANE A. STOBER

There is no major in education, but these courses are required to complete the teacher education program: Education 200, Psychology 300 or 321, Educational Psychology 332 or Education 326, Education 333, and Education 409-410. For a full statement regarding teacher education, see pages 81 and 82.

200. FOUNDATIONS OF EDUCATION

A study of the purposes, administrative organization, and operation of the total education program of the school. Observation experience in the public schools. To be taken in the sophomore year. Prerequisite to all other education courses.
(3-0-3) STAFF

300. ADOLESCENT PSYCHOLOGY

A study of the problems facing young people approaching maturity. Normally open to seniors.

(3-0-3) PRINCE

310. THE TEACHING OF READING

Theories, methods, and materials for teaching reading on the secondary level. Special attention to diagnosis of reading disabilities and to remedial techniques and programs. Tutorial component for practical experience. Required of English teaching majors.

(3-0-3) MINUS

322. EDUCATIONAL MEASUREMENT

A study of evaluation techniques used in the public schools. Experience in test construction.

(3-0-3) PRINCE

326. HISTORY, PHILOSOPHY, AND PRINCIPLES OF AMERICAN EDUCATION

The historical and philosophical development of American education and its underlying principles.

(3-0-3) RACINE

332. EDUCATIONAL PSYCHOLOGY

Psychological principles applied to classroom learning.

(3-0-3) PRINCE

333. PRACTICUM IN SECONDARY SCHOOL METHODS

Observation and participation in the instructional program of a public school under the supervision of a classroom teacher and a college supervisor from the student's major department. Seminars, assigned readings, and attention to methods used will supplement the school experiences. To be taken in the Interim of the junior year.

Prerequisite: Education 200 and Psychology 300 or 321.

(4-0-4) STAFF

344. ADOLESCENT LITERATURE

Principles for selection of works of literature appropriate for study at various levels in secondary schools; methods of teaching such works, including use of various media; analytical discussion of specific works from major genres. Required of English teaching majors.

(3-0-3) CHEWNING

409-410. STUDENT TEACHING

Observation and participation in local schools during the fall semester and full-time teaching experience during the Interim under the supervision of classroom teachers, the education faculty, and the faculty of the student's teaching area. To be taken in the senior year. Prerequisites: Education 200, Psychology 300 or 321, Educational Psychology 332 or Education 326, and Education 333.

(6-0-6) total PRINCE

418. METHODS OF TEACHING DRIVER EDUCATION

(3-0-3) STOBER

419. ADVANCED THEORIES AND TECHNIQUES IN DRIVER EDUCATION

Prerequisite: Six semester hours in education and Education 418; or by permission of the instructor. Must have a valid state driver's license.

(3-0-3) STOBER

434. CURRENT PROBLEMS IN EDUCATION

Selected educational problems will be identified and discussed, and solutions explored.

(3-0-3) STAFF

ENGLISH LANGUAGES AND LITERATURE

L. HARRIS CHEWNING, *Department Chairman*

KATHRYN M. ABINGTON, JEANNE CARRIERE, DENNIS M. DOOLEY,

VIVIAN FISHER, EDMUND HENRY, VINCENT E. MILLER,

EDWARD R. MINUS

Major Prerequisites: English 200, 201.

Major Requirements:

Eight advanced courses, including one from each of the following groups:

I. 301, 303, 305, 311, 313, 314, 317, 337.

II. 307, 308, 309, 332, 338, 341.

III. 321, 322, 339.

English majors intending to do graduate work are advised to acquire a reading knowledge of French, German or both.

101. LITERATURE AND COMPOSITION FOR FRESHMEN

This course involves careful study and discussion of good writing from various genres and periods and is designed to help the student to read perceptively and think clearly, and to discuss and write intelligently. To receive credit for the course the student must demonstrate his ability to write satisfactorily. Does not apply toward fulfillment of general or major requirements.

(3-0-3) STAFF

102. SEMINAR IN LITERATURE AND COMPOSITION

Each section of this course will pursue an in-depth study of some topic in literature. Reading and discussion will lead to written work and independent investigation. Objectives will be to read critically, think analytically, and communicate effectively. Several short papers and one long documented paper will be written. Prerequisite: Humanities 101 or English 101.

(3-0-3) STAFF

200. INTRODUCTION TO LITERARY STUDY

This course is designed to develop beyond the freshman level the student's ability to read literary classics with appreciation and understanding and with a sense of the traditions out of which they grew. There will be intensive exercise in the critical analysis of literary works from a variety of periods and genres. Required reading will include a classical work, a play of Shakespeare, and other works chosen by the instructor.

(3-0-3) STAFF

201. ENGLISH LITERATURE TO 1800

Study of works representative of the major writers and periods from the Middle Ages through the eighteenth century, with emphasis on critical understanding of these works and on the influences that produced them.

(3-0-3) STAFF

202. ENGLISH LITERATURE SINCE 1800

Study of works representative of the major writers and periods from the Romantic movement to the present, with emphasis on critical understanding of these works and on the influences that produced them.

(3-0-3) STAFF

301. ENGLISH MEDIEVAL LITERATURE

Reading in Old and Middle English literature, in translated or modernized versions, through the end of the fifteenth century, excluding Chaucer.

(3-0-3) CARRIERE

303. SEVENTEENTH CENTURY ENGLISH LITERATURE TO THE TIME OF THE RESTORATION

Important works will be chosen from the drama lyric, essay, and criticism. Chief among the authors studied will be Ben Jonson, Webster, Bacon, Donne, George Herbert, Vaughan, and Marvel.

(3-0-3) HENRY

305. ENGLISH LITERATURE OF THE RESTORATION AND EIGHTEENTH CENTURY, 1660-1800

A study of important works from the literature of this period. Works to be studied will be selected from satire (poetry and prose), essay, lyric, and biography. The chief authors studied will be Dryden, Swift, Pope, Fielding, Gray, Johnson, and Boswell.

(3-0-3) HENRY

307. THE ROMANTIC PERIOD

Consideration of the new creative spirit which shows itself in the poetry of Wordsworth, Coleridge, Shelley, Byron, and Keats, as well as in the minor writers of the age.

(3-0-3) FISHER

308. THE VICTORIAN PERIOD

Study of representative British literature of the Victorian era, with emphasis on the poetry of Tennyson, Browning, and Arnold.

(3-0-3) FISHER

309. THE IRISH REVIVAL

A study of the major writers of the period, with emphasis on the particular cultural and historical context in which the Irish Renaissance occurred. The chief figures to be studied include Synge, Yeats, Joyce, O'Casey and Behan.

(3-0-3) DOOLEY

311. CHAUCER

Study of Chaucer's major poetry, with some attention to the medieval background and to Chaucerian criticism.

(3-0-3) CARRIERE

313. SHAKESPEARE (EARLY PLAYS)

Study of the principal plays of the first half of Shakespeare's career, including the romantic comedies and histories. Lectures and reports on the Elizabethan background.

(3-0-3) CHEWNING

314. SHAKESPEARE (LATER PLAYS)

Study of the principal plays of the latter half of Shakespeare's career, including the major tragedies and romances.

(3-0-3) CHEWNING

317. MILTON

Reading of most of Milton's poetry and selections from his prose.

(3-0-3) CHEWNING

321. AMERICAN LITERATURE TO THE CIVIL WAR

A survey of American Literature, from its beginning to the Civil War, with emphasis upon the major writers.

(3-0-3) DOOLEY

322. AMERICAN LITERATURE SINCE THE CIVIL WAR

Continuation of 321.

(3-0-3) DOOLEY

332. CONTEMPORARY DRAMA

Reading of contemporary dramas from Ibsen to the present.

(3-0-3) MILLER

337. THE EARLY ENGLISH NOVEL

Reading of representative British novels of the eighteenth century and Romantic period.

(3-0-3) HENRY

338. THE LATER ENGLISH NOVEL

Major novels of the Victorian and modern periods.

(3-0-3) FISHER

339. THE MODERN NOVEL

A critical consideration of selected American, British, and European novels from Flaubert to the present. The student should gain some insight both into the development of the modern novel as a genre and into the part the modern novel has played in the development of the modern mind. Specific selections will vary from year to year but will include such writers as James, Lawrence, Joyce, Faulkner, Hemingway, and Beckett.

(3-0-3) MILLER

341. CONTEMPORARY LITERATURE

Major writers of the twentieth century in America and England.

(3-0-3) MILLER

343. COMPARATIVE LITERATURE

A comparative study of selected works from the great literatures of the world. The course is intended to allow the student to gain some sense of the breadth, nature, and importance of his cultural heritage, so far as he can do this through a study of a few literary works in translation. The 343 course is not prerequisite to 344.

(3-0-3) MILLER

344. COMPARATIVE LITERATURE

Continuation of 343.

(3-0-3) MILLER

345. PRINCIPLES OF LITERARY CRITICISM

A study of the principles by which one distinguishes the best from the inferior in literature. Some attention will be given to the opinions of major critics, but the main part of the course will be practical and inductive, and concerned with the discussion of selected works.

(3-0-3) MILLER

347. DEVELOPMENT OF MODERN ENGLISH

A study of the history of the English language, including the place of English in the Indo-European family of languages, the growth of English as a living language from the Old English period to the present, and the development of modern American English.

(3-0-3) CHEWNING

348. MODERN ENGLISH GRAMMAR

An introduction to current trends in the study of the English language, with emphasis on generative-transformational grammar. Some attention will be given to the teaching of linguistically oriented materials in secondary schools.

(3-0-3) CHEWNING

351. INTRODUCTION TO JOURNALISM

A study of mass media, with emphasis on the gathering and writing of news for accurate and concise news stories of all types. In addition to preparation of news, students will study the format of a feature story, headline writing, layout and design. Does not count toward a major in English.

(3-0-3) ABINGTON

352. WORKSHOP IN THE WRITING OF FICTION AND POETRY

The primary focus will be on the study and writing of short stories and poems. Other forms (drama, essay, and novel) will be secondary. A student may, however, work predominantly in a single genre if he chooses. Manuscripts will be read and discussed in class, and there will be individual conferences with the instructor. Does not count toward a major in English.

(3-0-3) MINUS

353. PUBLIC SPEAKING

An introduction. Students will be expected to prepare, deliver, and criticize various types of speeches. Does not count toward a major in English.

(3-0-3) STAFF

481. SPECIAL TOPICS IN LITERATURE

A seminar intended mainly for advanced English majors. Topics may vary from year to year.

(3-0-3) STAFF

FINE ARTS

JAMES R. GROSS, *Department Chairman*

CONSTANCE D. ARMITAGE, VICTOR BILANCHONE,

DAN MINCARELLI, MARK OLENCKI

There is no major in Fine Arts.

ART**201, 202. THE HISTORY OF WESTERN ART**

A survey of Western Art, beginning with the prehistoric cave paintings through Gothic Art. Renaissance Art up to present trends will be dealt with in the second course.

(3-0-3) each course STAFF

250. TWO-DIMENSIONAL DESIGN AND TECHNIQUE

A course designed to introduce the student to the various media and designs available to him in the two-dimensional surface. Two four-hour studio sessions per week for a total of three semester hours credit. Students will supply their own materials.

(0-8-3) STAFF

301. ITALIAN RENAISSANCE ART

A study of the major art of the Italian Renaissance, intended to give background and develop appreciation for this significant era.

(3-0-3) STAFF

303. ORIENTAL ART

A survey of the Art of the Orient, including major periods and examples in China, India and Japan, studied against their cultural and historical background.

(3-0-3) STAFF

350. SCULPTURE

A course allowing the student to work in certain three-dimensional media and techniques. Students will supply their own materials.

(0-5-2) STAFF

480. SELECTED TOPICS IN ART HISTORY

Topics to be announced each semester.

(3-0-3) STAFF

THEATRE**250. INTRODUCTION TO THE THEATRE**

Script analysis, dramatic structure, production styles, introductory overview of acting, directing, and the technical elements of production — lighting, set design and construction, costuming, make-up, theatre management. Participation in some phase of major play production (onstage or offstage) required.

(1-6-3) GROSS

251. ACTING AND DIRECTING

A continuation of Theatre 250 with emphasis on acting (vocal, body movement, improvisation) and directing. All students enrolled will participate actively in laboratory productions as actors and directors. Prerequisite: Theatre 250 or permission of the instructor.

(1-6-3) GROSS

350. HISTORY OF THE THEATRE

A study of major periods of theatrical history, emphasizing the drama and the various forms of its production as mirrors of the societies out of which they grew. From the classical period through the neo-classical period.

(3-0-3) GROSS

351. HISTORY OF THE THEATRE

A continuation of Theatre 350, covering the theatre from the romantic period to the present.

(3-0-3) GROSS

450. THEATRE PRACTICUM

A special course of individual study and instruction wherein an advanced student of theatre may pursue a special interest such as set design, lighting, theatrical manage-

ment, acting, playwrighting, under the direction of the instructor. Active participation in laboratory and major productions required. A maximum of 3 hours may be earned in Theatre 450.
(0-3-1) GROSS

480. SPECIAL TOPICS IN THEATRE AND RELATED AREAS

A seminar for advanced students. Subject matter will vary from year to year. Per mission of instructor.
(2-3-3) GROSS

MUSIC

100. GLEE CLUB

The study of choral literature for men's voices from the Renaissance to the Contemporary Period. Additional activities include local concerts, performances with women's colleges, participation in musical theatre/opera and a Spring tour. Per mission of the Director. (Maximum of 4 credit hours).
(2-1-1) BILANCHONE

200. THE BAND

The study of band literature with emphasis on ensemble training. Additional activities include Pep-band for sports events, ROTC functions and the Mardi Gras parade. Permission of the Director. (Maximum of 4 credit hours)
(2-0-1) STAFF

201. THE UNDERSTANDING OF MUSIC

An introduction to the art of perceptive listening. A general survey of music from the Baroque period to the present time.
(3-0-3) BILANCHONE

202. THE ELEMENTS OF MUSIC

The development of aural recognition and identification of musical patterns. The development of proficiency in recognizing and responding to the symbols of music notation.
(3-0-3) BILANCHONE

250. MUSIC LABORATORY

Applied music in the form of private instruction is offered while enrolled in one of the music courses.
(1 to 2-0-1) STAFF

303. BAROQUE AND CLASSICAL MUSIC LITERATURE SURVEY

A study of selected literature representative of the Baroque and Classical style eras.
(3-0-3) BILANCHONE

304. ROMANTIC AND CONTEMPORARY MUSIC LITERATURE

A study of selected literature representative of the Romantic and Contemporary style eras.
(3-0-3) BILANCHONE

FOREIGN LANGUAGES

RICHARD J. F. REMIREZ, *Department Chairman*
JOAQUIN F. DeVELASCO, JACQUES C. B. FORBES,
STANLEY F. LEVINE, TA-TSENG LING,
SUZANNE MOUNT, WILLIAM W. MOUNT, JR.

Major Prerequisites:

Completion of course 103 of each language of concentration selected for advanced study or the equivalent.

Major Requirements:

Twenty-two semester hours above course 103 level in the department, at least fifteen semester hours of which must be earned for courses numbered 300 or higher. It is recommended that a student spend his junior year abroad studying in a country where his language of concentration is native. All major programs must have the approval of the department chairman.

Course Prerequisites

For courses numbered 203: Course numbered 103 or two years of high school of the language selected.

For courses numbered 300 or above: course numbered 203 of the language selected, or its equivalent.

For Chinese and Greek: The prior semester as appropriate.

SPECIAL TOPICS IN A FOREIGN LANGUAGE

A special topics course under the direction of a staff member in Chinese, French, German, Greek, or Spanish and designated 401, 402, 403, 404 preceded by the name of the language may be arranged for the individual student by special permission of the chairman of the department and the instructor responsible for directing the work. These courses are restricted to students majoring in the department of foreign languages.

(0-0-3) each course STAFF

CHINESE

101-102. ELEMENTARY CHINESE

Elementary Chinese ideograph; pronunciation, dictation, conversation; memorizing of common idioms and everyday expressions; reading of easy stories.
(3-0-3) each semester LING

201-202. INTERMEDIATE CHINESE

Reading of selections from standard prose writers. Chinese calligraphy; advanced composition and conversation. Prerequisite: Chinese 101-102.
(3-0-3) each semester LING

FRENCH

103. BEGINNING ACTIVE FRENCH

A comprehensive introduction to the language. Emphasis on structure and communicative skills through concentrated drilling and dialogues. For students with very limited or no background in French.
(4-1-4) STAFF

203. INTERMEDIATE ACTIVE FRENCH

An intensive review of the language. Oral practice, grammar review, reading. Emphasis is placed on correcting standards of speaking and reading.
(4-1-4) STAFF

301, 302. CONVERSATION AND COMPOSITION

Conducted in French. Conversation and composition based on readings from modern writers. Conducted in French.
(3-0-3) each course STAFF

353, 354. GENERAL VIEW OF FRENCH LITERATURE

Lectures, rapid reading of representative works; history of literature; reports.
(3-0-3) each course STAFF

361, 362. MODERN FRENCH LITERATURE

Representative selections from outstanding authors of the nineteenth and twentieth centuries. Lectures, discussions, reports, conducted in French.
(3-0-3) each course STAFF

GERMAN**103. BEGINNING ACTIVE GERMAN**

A comprehensive introduction to the language. Emphasis on structure and communicative skills through concentrated drilling and dialogue. For students with very limited or no background in German.
(4-1-4) STAFF

203. INTERMEDIATE ACTIVE GERMAN

An intensive review of the language. Oral practice, grammar review, reading. Emphasis is placed on correcting standards of speaking and reading.
(4-1-4) STAFF

301, 302. CONVERSATION AND COMPOSITION

Intended to drill the student in the application of grammar and the idiomatic usage of German.
(3-0-3) STAFF

305, 306. GERMAN LITERATURE OF THE NINETEENTH CENTURY

Lectures, discussions, reports. The first semester will be spent principally studying the works of Goethe, and the second those of Lessing and Schiller.
(3-0-3) each course FORBES

321, 322. SCIENTIFIC GERMAN READINGS

Reading of scientific texts of standard difficulty intended for science majors who plan to enter graduate school.
(3-0-3) each course FORBES

GREEK**101-102. ELEMENTARY GREEK**

A thorough study of some books for beginners in connection with reading, in the original, myths, fables, and stories from Greek life.
(3-0-3) each semester STAFF

201, 202. ANABASIS AND NEW TESTAMENT

During the first semester two or three books of the *Anabasis* will be read. The second semester will be devoted to the study of New Testament Greek. Sight reading will be practiced throughout the entire year.
(3-0-3) each course STAFF
(Not offered in 1977-78)

353, 354. READINGS IN GREEK LITERATURE

Reading of selected plays of Euripides, Sophocles and Aristophanes; reading selections from Plato (*The Apology*), Herodotus and Lysias.
(3-0-3) each course STAFF
(Not offered in 1977-78)

SPANISH**103. BEGINNING ACTIVE SPANISH**

A comprehensive introduction to the language. Emphasis on structure and communicative skills through concentrated drilling and dialogue. For students with very limited or no background in Spanish.
(4-1-4) STAFF

203. INTERMEDIATE ACTIVE SPANISH

An intensive review of the language. Oral practice, grammar review, reading. Emphasis is placed on correcting standards of speaking and reading.
(4-1-4) STAFF

301, 302. CONVERSATION AND COMPOSITION

Conversation and composition based on readings from modern prose writers. Conducted in Spanish.
(3-0-3) each course REMIREZ

353, 354. GENERAL VIEW OF SPANISH-AMERICAN LITERATURE

Rapid reading of representative works from many countries covering the first chroniclers of Spanish America, the Colonial Period, the writers of Independence, the Romantic Period, the Modernistic Period, and the contemporary currents in literature. Lectures; reports. Conducted in Spanish.
(3-0-3) each course DeVELASCO

361, 362. SPANISH PROSE OF THE LATE NINETEENTH AND EARLY TWENTIETH CENTURIES

Rapid reading of representative works by outstanding writers, with special emphasis on the novel and short story. Lectures; history of literature; outside reading and reports. Conducted in Spanish.
(3-0-3) each course REMIREZ

373, 374. GENERAL VIEW OF SPANISH LITERATURE

Rapid reading of representative works of Spanish Literature from the beginning to the present. Analysis and comments of the different literary periods; lectures; history of literature; reports. Conducted in Spanish.
(3-0-3) each course REMIREZ

383, 384. SURVEY OF SPANISH DRAMA

From the first stage presentation of *El auto de los reyes magos* through the post-Civil War period. Lectures; history of the drama; reports. Conducted in Spanish.
(3-0-3) each course REMIREZ

393. ROMANTICISM IN SPANISH-AMERICAN LITERATURE

Origins, development, themes, spirit, and styles of the literature of the period. Lectures, history of literature; outside readings; reports. Conducted in Spanish.
(3-0-3) DeVELASCO

394. MODERNISM IN SPANISH-AMERICAN LITERATURE

Selections of the most representative poets of the period; general study of the poetry; lectures; history of literature; outside readings; reports. Conducted in Spanish.
(3-0-3) DeVELASCO.

GEOLOGY

JOHN W. HARRINGTON, *Department Chairman*

There is no major in Geology.

The introductory courses include approximately 20 laboratories held in the field where students learn to appreciate the earth as they find it. The range of these trips extends from the Atlantic Ocean to eastern Tennessee and the students make a complete cross section of a four hundred mile traverse across the continent through many structures and rocks of all the eras. The idea behind teaching Geology this way is to expose each student to the literature of Geology in the language in which it is written, the minerals, rocks, structures, landforms, and processes. Once a student learns to read the language he will feel more at home anywhere in the world.

111. INTRODUCTION TO GEOLOGY

A study of the Earth as a planet, the rocks and minerals of which it is composed and the processes that continually modify its surface.

(3-4-4) HARRINGTON

112. INTRODUCTION TO GEOLOGY

A study of the history of the earth from the creation to modern times as this may be read from the record of the rocks and fossils. Prerequisite: Geology 111 or permission of instructor.

(3-4-4) HARRINGTON

400. GEOGRAPHY—REGIONAL STUDIES

This is an interdisciplinary elective in which the advanced student blends the knowledge and interest gained in his or her major field with the methodology of earth science. The continent of North America is analyzed in terms of the natural regional divisions of similar structure, geologic history, physiography and climate. Project work in various other regions of the world expands the cone of vision utilizing the same principles. Much of the data is assembled from original sources which will introduce the students to an unfamiliar literature. This course is designed as a bridge between the two cultures of the scientist and the humanist. Registration by permission of the instructor.

(3-0-3) HARRINGTON

GOVERNMENT

LINTON R. DUNSON, *Department Chairman*

TA-TSENG LING, JOHN L. SEITZ

Major Prerequisites: Government 201 and 202 in sequence.

Major Requirements:

Eighteen semester hours beyond Government 201 and 202.

Within the eighteen hours, the following distribution requirement must be met:

Three semester hours in Division A (American Government) beyond Government 202.

Six semester hours in Division B (International Relations and Comparative Government) including Government 340.

Three semester hours in Division C (Political Theory).

201. INTRODUCTION TO POLITICAL SCIENCE

An introduction to the study of politics surveying all the major subdivisions of the discipline.

(3-0-3) SEITZ

DIVISION A: AMERICAN GOVERNMENT

202. INTRODUCTION TO AMERICAN GOVERNMENT

An introductory survey of American government with emphasis on the structure and powers of national governmental institutions.

(3-0-3) DUNSON

330. AMERICAN STATE AND LOCAL GOVERNMENT

A study of the structure, functions, and powers of state and local governments including a survey of problems in intergovernmental relations.

(3-0-3) DUNSON

335. THE EXECUTIVE BRANCH

A study of the powers of the President of the United States.

(3-0-3) SEITZ

336. THE LEGISLATIVE BRANCH

A study of the Congress of the United States with emphasis on the decision-making process.

(3-0-3) SEITZ

411. CONSTITUTIONAL LAW OF THE UNITED STATES

A survey of the major decisions of the Supreme Court of the United States.

(3-0-3) DUNSON

420. AMERICAN FOREIGN POLICY

A study of the forces and factors involved in the formulation and implementation of contemporary United States foreign policy.

(3-0-3) SEITZ

480. SPECIAL TOPICS IN AMERICAN GOVERNMENT

Selected topics in the functions, policies, organization, and theory of American government. Subject matter will vary. Admission with the permission of the instructor.

(3-0-3) STAFF

DIVISION B: INTERNATIONAL RELATIONS AND COMPARATIVE GOVERNMENT

340. INTERNATIONAL POLITICS

A study of the relations among peoples, groups, and states in the world community and the forces, pressures, and processes which condition the national policies of states.

(3-0-3) LING

345. INTERNATIONAL CONFLICT

A study of war and the use of force in international affairs with emphasis on the causes of international conflict.

(3-0-3) SEITZ

351. GOVERNMENTS OF ASIA

An examination of the governmental structures, political processes, and international relations of selected Asian states in historical and cultural perspective.

(3-0-3) LING

360. GOVERNMENTS OF EUROPE

An examination of the governmental institutions, political processes, and international relations of selected European states in historical and cultural perspective.

(3-0-3) DUNSON

371. GOVERNMENTS OF AFRICA

An examination of the governmental institutions, political processes, and international relations of selected African states in historical and cultural perspective.

(3-0-3) STAFF

380. GOVERNMENTS OF LATIN AMERICA

An examination of the governmental institutions, political processes, and international relations of selected Latin American states in historical and cultural perspective.

(3-0-3) LING

490. SPECIAL TOPICS IN INTERNATIONAL RELATIONS AND COMPARATIVE GOVERNMENT

Selected topics in international politics and comparative politics. Subject matter will vary. Admission with the permission of the instructor.

(3-0-3) STAFF

DIVISION C: POLITICAL THEORY**391. ANCIENT AND MEDIEVAL POLITICAL THOUGHT**

A study of the principal political ideas of the ancient and medieval periods.

(3-0-3) LING

392. MODERN POLITICAL THOUGHT

A study of political thought from the sixteenth century to the present.

(3-0-3) LING

450. INDEPENDENT STUDY

Intensive guided study and research on selected topics in any field of political science. The instructor, in consultation with the student, will establish the subject for study and the requirements. Enrollment normally is limited to seniors of high academic standing. Admission with the permission of the instructor.

(3-0-3) DUNSON

HISTORY

LEWIS P. JONES, *Department Chairman*

ROSS H. BAYARD, JOSEPH H. KILLIAN, JOAB M. LESENE, JR.,

PHILIP N. RACINE, THOMAS V. THOROUGHMAN, JOHN D. WILSON

Major Prerequisites: History 101, 102.

Major Requirements:

A major consists of twenty-one hours, which must include History 201 and 202. All majors also must meet certain departmental distribution requirements, must pass History 265, and must complete a special senior reading program.

101. HISTORY OF MODERN WESTERN CIVILIZATION TO 1815

Basic survey of Western Europe, the Renaissance to Congress of Vienna.

(3-0-3) STAFF

102. HISTORY OF MODERN WESTERN CIVILIZATION SINCE 1815

A continuation of History 101, bringing the survey down to the present. (Not open to students who take History 103).

(3-0-3) STAFF

103. HISTORY OF WESTERN CIVILIZATION SINCE 1870

A basic survey of Western Europe since the development of nationalism and the beginning of the "new imperialism" which has so involved the world with Western Civilization. (Not open to students who have had History 102).

(3-0-3) STAFF

201. HISTORY OF THE UNITED STATES, 1763-1848

Political, social and economic. Required for history majors.

(3-0-3) JONES, KILLIAN, RACINE

202. HISTORY OF THE UNITED STATES, 1848-1914

Continuation of History 201. Required for history majors.

(3-0-3) JONES, KILLIAN, RACINE

265. RESEARCH METHODS

Suggestions about writing, introduction to library and research tools, instructions in mechanics. Tests on tools and procedures. To be taken as early as possible by all students planning to major in history. Offered first semester.

(1-0-1) STAFF

301. ENGLAND TO 1688

England's emergence as a nation; its people, government, constitution, and religion, through the religious problems and constitutional settlement of the seventeenth century.

(3-0-3) THOROUGHMAN

302. ENGLAND SINCE 1688

The history of modern Britain since the Glorious Revolution.

(3-0-3) THOROUGHMAN

303. COLONIAL LATIN AMERICA

Colonial history of Latin America, dealing with exploration and discovery, colonial institutions and society, and political developments.

(3-0-3) JONES

304. LATIN AMERICA SINCE INDEPENDENCE

A continuation of History 303, dealing with the national period to the present.

(3-0-3) JONES

- 305. HISTORY OF SOUTH CAROLINA**
A survey of the state's history during colonial and early national periods.
(3-0-3) JONES
- 306. HISTORY OF SOUTH CAROLINA**
Continuation of History 305 from about 1800 to present.
(3-0-3) JONES
- 307. HISTORY OF THE OLD SOUTH**
A cultural, economic, and social history of the South before the Civil War.
(3-0-3) JONES
- 308. HISTORY OF THE NEW SOUTH**
The South since the Civil War; a continuation of History 307.
(3-0-3) JONES
- 309. COLONIAL AMERICA**
A survey of the establishment and development of the English colonies in America with an emphasis on the operation of the British imperial system and the development of colonial governmental institutions. Considerable attention to representative thinkers, climate of opinion, and social structure.
(3-0-3) RACINE
- 310. TWENTIETH CENTURY AMERICA**
History of the United States since 1914.
(3-0-3) JONES, KILLIAN
- 311. U. S. SOCIAL AND INTELLECTUAL HISTORY TO 1860**
A study of intellectual developments (Puritanism, the Great Awakening, the American Enlightenment, Transcendentalism) through reading representative works of the major thinkers. Social history will emphasize revivalism, reform, popular culture, racism and social structure.
(3-0-3) RACINE
- 312. AMERICAN SOCIAL AND INTELLECTUAL HISTORY SINCE 1865**
The history of ideas in the United States, emphasizing the relationship between ideas and society. Topics: religion, education, literature, science and technology, immigration, philosophy, theology, and social reform.
(3-0-3) KILLIAN
- 313. CONSTITUTIONAL HISTORY OF THE UNITED STATES**
Framing of the Constitution of the United States, major constitutional doctrines, and judicial controversies over the meaning of constitutional provisions.
(3-0-3) KILLIAN
- 314. THE CITY IN AMERICAN LIFE**
The changing character of life in American cities and of the impact of the city on American history, describing and evaluating the "quality of life" in the American pre-industrial and industrial city.
(3-0-3) RACINE
- 316. HISTORY OF THE NEGRO IN AMERICA**
A study of the Black experience in America from the seventeenth century to the present.
(3-0-3) KILLIAN
- 320. DIPLOMATIC HISTORY OF THE UNITED STATES**
A survey of American relations with foreign powers with emphasis on the last 75 years.
(3-0-3) JONES
- 321. SOUTHEAST ASIAN CIVILIZATION TO COLONIZATION**
An introduction to the land, the people, and the early history of Southeast Asia, which has come to play a surprisingly large part in the recent history of our own country.
(3-0-3) STAFF
- 322. SOUTHEAST ASIAN CIVILIZATION SINCE COLONIZATION**
A continuation of History 321.
(3-0-3) STAFF
- 323. A HISTORY OF PRE-MODERN CHINA**
This course presents a survey of Chinese culture from earliest historical times until the beginning of the Republican period. Especial emphasis is placed on the contrast between Chinese and Western-European philosophies and modes of political organization.
(3-0-3) STAFF
- 324. THE FAR EAST IN THE TWENTIETH CENTURY**
This course centers around China (the old "Middle Kingdom") but also seeks to make students familiar with the recent history of Japan and Korea as well. Some stress also is laid upon the recent history of Chinese-American relations.
(3-0-3) STAFF
- 330. THE ANCIENT WORLD**
A study of the emergence and development of the early river valley civilization, of the Greek city states, the Hellenistic Age, and the Roman world.
(3-0-3) BAYARD
- 340. HISTORY OF THE MIDDLE AGES**
A survey of medieval civilization with emphasis on cultural and institutional developments.
(3-0-3) THOROUGHMAN
- 350. RENAISSANCE AND REFORMATION (1300-1600)**
A study of Western Europe from about 1300 to about 1600.
(3-0-3) THOROUGHMAN
- 360. EUROPE IN THE 17TH AND 18TH CENTURIES**
A consideration of the social, economic, political and intellectual development of Europe from 1600 to 1789. Special emphasis: the emergence of the nation state, the rise of modern science, and the intellectual milieu of the Enlightenment.
(3-0-3) THOROUGHMAN
- 370. EUROPE, 1789-1870**
A survey of the growth of nationalism and democracy in modern Europe, with attention also being given to social conditions and intellectual climate.
(3-0-3) BAYARD, THOROUGHMAN
- 380. EUROPE, 1870-1918**
A survey of Europe, with attention to social conditions, the new states, the rise of imperialism, world politics and the struggle for power.
(3-0-3) BAYARD

381. EUROPE AND THE WORLD, 1918-1935

This course and its sequel, History 382, are designed to furnish historical background for better understanding of complex contemporary world problems.
(3-0-3) BAYARD

382. THE WORLD SINCE 1935: NEW AGE OF CONFLICT

A continuation of History 381.
(3-0-3) BAYARD

450. INDEPENDENT STUDY IN UNITED STATES HISTORY

Opportunity is offered to the student to develop projects of special interest. After approval of topic by the instructor, the student is expected to engage in general bibliographical study, report on his reading, and to produce such paper or papers as directed by the instructor. Periodic conferences with the instructor. Prerequisites: Junior or Senior standing, approval of the department, and permission of the instructor. Such programs to be approved at least six weeks prior to registration day.
(1-0-3) STAFF

460. INDEPENDENT STUDY IN EUROPEAN HISTORY**MATHEMATICS**

RICHARD L. ROBINSON, *Department Chairman*
CURTIS P. BELL, LEE O. HAGGLUND

Major Prerequisites: Math 120, 130 or equivalent

Major Requirements:

Computer Science 110, 120, Math 251, 252, 351, 352, and four semesters from the Math 418+ sequence.

All majors are urged to study the applications of mathematics by taking mathematical courses in other departments.

Prospective graduate students should plan to take courses in the 481+ sequence beyond those required for a major and acquire a reading knowledge of French or German.

120. COLLEGE ALGEBRA

A review of basic algebra and a study of functions and their graphs, polynomial equations, and elementary analytic geometry.
(3-0-3) STAFF

130. TRIGONOMETRY

A careful study of the trigonometric functions and identities and the applications of trigonometry to mathematical and physical problems. Prerequisite: a working knowledge of high school algebra.
(3-0-3) STAFF

140. PROBABILITY AND STATISTICS

An elementary introduction to probability theory and to statistical methods of making inferences from data. No previous knowledge of mathematics required.
(4-0-4) STAFF

160. A SHORT COURSE IN CALCULUS

Calculus for students who want a quick introduction to the subject. Particularly suitable for students in the social, biological, and pre-medical sciences. Prerequisite: a working knowledge of high school algebra.
(4-0-4) STAFF

251, 252. CALCULUS 1, 2

An introduction to the theory and applications of differential and integral calculus of functions of one variable. Prerequisites: a working knowledge of both algebra and trigonometry.
(3-0-3) each course STAFF

351, 352. CALCULUS 3, 4

Additional topics in one-variable calculus and an introduction to the calculus of functions of several variables. Prerequisites: Math 251, 252 or equivalent.
(3-0-3) each course STAFF

481+ TOPICS IN MATHEMATICS

Advanced undergraduate topics in mathematics. Courses offered will vary from year to year, but typical topics offered are abstract algebra, advanced calculus, probability and statistics, topology, linear algebra, complex analysis, number theory and numerical methods.
(3-0-3) each course STAFF

MILITARY SCIENCE

LTC ALLAN W. HAMMERBECK, *PMS and Department Chairman*
MAJ HAROLD L. SLOVER, CAPT CHARLES L. BRINKLEY,
CAPT MELVIN L. CURTIS, CAPT JAMES R. PATRIE,
SGT MAJ KAISER THOMAS, JR., SFC PETER J. MEDUNA
SSG JOHN R. DOUGHTY

There is no major in Military Science. Military Science is divided into four subcourses, each being a complete subject within itself and forming the basis for more advanced course work. Satisfactory completion of the four courses, or substitute military experience, together with the college degree, qualifies the graduate for either a Reserve or Regular Commission as a Second Lieutenant in the United States Army. Students are required to take one military science lab during the first two years. The lab requirement may be satisfied by taking one semester of military science skill/activity module.

101. MILITARY SCIENCE I

Introduction to the Reserve Officer's Training Corps (ROTC). A study of the history, organization, and mission of ROTC and the United States Army. Also included are military service obligations of American citizens and opportunities afforded the ROTC student.
(1-1-1) BRINKLEY

102. MILITARY SCIENCE I

National Security Structure. A study of the governmental structure provided for the development and implementation of national security policy. Emphasis is directed to the interrelationship between military and political components of national security policy.
(1-1-1) BRINKLEY

201. MILITARY SCIENCE II

A survey of American military history from the origins of the American Army to the present, with emphasis on past and present tactics, and logistical, operational, and strategic patterns found in today's army.
(2-1-2) PATRIE

202. MILITARY SCIENCE II

Orienteering. An introduction to basic map reading and land navigation techniques with emphasis on the military grid system, elevation and relief, compass usage, and map symbols.
(2-1-2) PATRIE

301. MILITARY SCIENCE III

An in-depth study of leadership, both practical and theoretical. The division of the U. S. Army into branches. Land navigation. Weekend training exercises. Leadership laboratory.
(3-1-3) CURTIS

302. MILITARY SCIENCE III

Individual, squad, and platoon-level tactics, military wire and radio communication procedures and equipment, pre-camp orientation including several weekend training exercises. Leadership laboratory.
(3-1-3) CURTIS

401. MILITARY SCIENCE IV

Theory and dynamics of the military team; principles of staff functions, logistics, administration; a study of world change and military implications.
(3-1-3) SLOVER

402. MILITARY SCIENCE IV

An in-depth study of military law, intelligence, tactical operations and internal defense and development, Hague/Geneva Convention, and the Code of Conduct.
(3-1-3) SLOVER

PHILOSOPHY

JAMES A. KELLER, *Department Chairman*
WALTER E. HUDGINS

General Education Requirement:

Any course in philosophy may be used to satisfy the General Education Requirement, but students should begin their work in philosophy with a 200-level course except in unusual circumstances, since a course on this level is a prerequisite for 300-level courses. If a student believes that he or she has a good reason for asking an instructor to waive the prerequisite, the department encourages him or her to consult with the instructor involved. After taking Philosophy 201 or 212 (but not 221), a student may take any 300-level course or any other 200-level course if he or she wishes to satisfy the General Education Requirement with a second course in philosophy.

Major Requirements:

Twenty-one semester hours of course work, chosen in consultation with the departmental advisor. The course or courses taken for completion of the General Education Requirement may not be counted toward a major in philosophy.

201. PROBLEMS AND METHODS OF PHILOSOPHY

Introduction to the process and methods of philosophical thinking, with discussion and analysis of selected classical and contemporary issues. Offered every semester.
(3-0-3) STAFF

212. SOCIAL ETHICS

A consideration of practical problems and alternative solutions incident to life in our modern world. Offered every year.
(3-0-3) HUDGINS

221. PRINCIPLES OF LOGIC

A study of problems of meaning and principles of modern deductive logic. Offered every year.
(3-0-3) KELLER

310. AESTHETICS

A Philosophy of Criticism. A study of some fundamental issues in aesthetics, with particular reference to the fields of literature, music, painting, and film. Problems discussed include the role of standards in criticism, aesthetic judgment, interpretation, and evaluation in the arts; meaning in the arts, art and truth, and the arts and morality. Prerequisite: Phil 201 or 212 or permission of the instructor. Offered in 1977-78.
(3-0-3) HUDGINS

311. PRINCIPLES OF ETHICS

A study of diverse value systems. Offered in 1978-79. Prerequisite: Phil 201 or 212 or permission of the instructor.
(3-0-3) HUDGINS

325. PHILOSOPHY OF THE NATURAL SCIENCES

An examination of the methods and aims of scientific inquiry; analysis of such topics as the nature and uses of theories, models, laws, facts, and objectivity in science. This course will focus on the natural sciences. Prerequisite: Phil 201 or 202 or permission of the instructor. Offered in 1977-78.
(3-0-3) KELLER

326. PHILOSOPHY OF THE SOCIAL SCIENCES

Similar to Philosophy 325, but with a focus on the social sciences. The similarities and differences between the natural sciences and the social sciences will be considered, and the special problems of the social sciences will be examined. Prerequisite: Phil 201 or 202 or permission of the instructor. Offered in 1977-78.
(3-0-3) KELLER

336. EXISTENTIALISM

An examination of the doctrine that man forms his own essence in the course of the life he chooses to lead. A study of such figures as Soren Kierkegaard, Albert Camus, and Jean-Paul Sartre. Prerequisite: Phil 201 or 212 or permission of the instructor. Offered in 1977-78.
(3-0-3) HUDGINS

342. PHILOSOPHY OF RELIGION

An examination of the meaning of religious beliefs and of arguments about their truth or falsity. The course will focus on religious beliefs about God and will include some discussion of different ideas of God within the Western tradition. Prerequisite: Phil 201 or 202 or permission of the instructor. Offered every year.
(3-0-3) KELLER

345. METAPHYSICS AND EPISTEMOLOGY

An analysis and discussion of selected topics in epistemology and metaphysics. The former centers on various theories of how we know and of the reliability of what we call knowledge; it focuses particularly on rationalism, empiricism, pragmatism, and skepticism. The latter concentrates on the nature of metaphysics and on attempts to find the most adequate set of basic categories in terms of which to understand the world. Prerequisite: Phil 201 or 212 or permission of the instructor. Offered in 1978-79.
(3-0-3) KELLER

351. HISTORY OF WESTERN PHILOSOPHY I

A study of ancient philosophy with emphasis on Plato and Aristotle, and of medieval philosophy, with emphasis on Augustine and Aquinas. Prerequisite: Phil 201 or 212 or permission of the instructor. Offered in 1978-79.
(3-0-3) HUDGINS

352. HISTORY OF WESTERN PHILOSOPHY II

A study of modern philosophy: Continental rationalism, British empiricism, the Enlightenment, Kant, German idealism, the Analytical Tradition, Wittgenstein, and Sartre. Prerequisite: Phil 201 or 212 or permission of the instructor. Offered in 1978-79.
(3-0-3) HUDGINS

472. CONTEMPORARY TOPICS

A study centered around one philosophical topic of current significance with attention given to recent philosophers. Prerequisite: Any 300-level course in philosophy or permission of the instructor. Offered every year.
(3-0-3) STAFF

PHYSICAL EDUCATION

DUANE STOBBER, *Department Chairman*

EUGENE F. ALEXANDER, LADSON G. CUBBAGE, JR., L. WAYNE EARHARDT,

RICHARD H. GILSTRAP, WILLIAM G. PARKER,

JOHN W. PILLEY, GEORGE F. SASSER, M. MELISSA YOUNG

There is no major in Physical Education.

Students will receive two semester hours of credit toward graduation for P.E. 101 and 102. All other offerings are service courses primarily for students preparing to enter the field of athletic coaching and teaching; they do not count toward graduation.

101. LIFETIME SPORTS

Participation in the sports of tennis, badminton and table tennis.
(3-0-1) STAFF

102. LIFETIME SPORTS

Participation in bowling, racquetball and golf.
(3-0-1) STAFF

210. COACHING FOOTBALL AND BASKETBALL

Techniques of coaching in high school.
(3-2-3) SASSER, EARHARDT

220. COACHING BASEBALL AND TRACK

Techniques of coaching high school students.
(3-2-3) STAFF

310. HEALTH EDUCATION

Course meets the requirement for teacher certification.
(3-0-3) STOBBER

320. GROUP RECREATION

Active participation in recreational activities.
(3-0-3) STOBBER

330. INTRAMURAL SPORTS PROGRAM

Directing intramural sports in high schools.
(3-2-3) ALEXANDER

340. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION

Practical training in directing a high school physical education program.
(3-2-3) STOBBER

410. COACHING OF TENNIS

Techniques of coaching in high school and preparation for professional status.
(3-3-3) STAFF

420. COACHING OF GOLF

Techniques of coaching in high school and preparation for professional status.
(3-3-3) STAFF

430. TESTS AND MEASUREMENTS

(3-3-3) STAFF

440. CARE AND PREVENTION OF ATHLETIC INJURIES

(3-3-3) STOBBER

480. THE GREAT OUTDOORS

(3-10 to 30-3) PILLEY

PHYSICS

DAN W. OLDS, *Chairman*

WILLIAM A. PARKER

Major Prerequisites: Physics 121, 122

Major Requirements:

The physics department offers three major programs to help

prepare for a variety of careers. All these majors require Physics 253 and two semesters of Physics 371+. Any physics course beyond General Physics may be counted toward any of the majors.

Liberal Arts Major: A terminal major for those who have an interest in physics but will pursue another career after graduation. A major in physics will reinforce habits of careful thinking useful in any course. The additional course requirements are:

Physics 340 plus 16 more hours which must include at least 9 hours in physics and may include courses selected from Philosophy 325, Geology 400, Math 140 and Computer Science courses.

Related work includes the second science courses required for the B.S. degree and Math 251, 252.

Industry/Education Major: A major for those who plan to attend graduate school in a field other than physics or for those who plan immediate employment in industry, government, public schools, etc. (Those who plan certification to teach in secondary schools should also see the Teacher Education Handbook.) The additional course requirements are:

Physics 261, 331, 206, plus 12 more hours selected from other physics courses and Computer Science 200.

Related work includes the second science courses required for the B.S. degree, Math 251, 252, 351, 352, and Computer science 110.

Preprofessional Physics Major: A major for those who plan to enter graduate school in physics in preparation for a career in the field. The additional course requirements are:

Physics 261, 331, 431, 432, plus 12 semester hours selected from other physics courses.

Related work includes the second science courses required for the B.S. degree, Math 251, 252, 351, 352, at least one more semester of advanced math, and Computer Science 110.

121, 122. GENERAL PHYSICS

A study of mechanics, heat, light, sound, electricity, magnetism and modern physics. Prerequisite: Math 160.
(3-3-4) each course STAFF

206. ELECTRONICS

An elementary course in the principles of electronic devices, circuits and instruments intended for students of science who desire some understanding of the electronic instrumentation they use. Prerequisite: Physics 121
(3-3-4) STAFF

208. ASTRONOMY

A survey course in astronomy which includes observational astronomy, a study of the solar system, stellar types and life-cycles, and galactic evolution. Prerequisite: None
(3-0-3) STAFF

253. MODERN PHYSICS

A study of the major developments in physics since 1895 with emphasis on the atom, the nucleus, and "elementary particles." Prerequisite: Physics 121, 122.
(3-0-3) STAFF

261. MECHANICS

Classical vector Newtonian analytical mechanics. Vector notation is introduced, particle kinematics is discussed, Newton's laws of mechanics are stated and applied to several situations including rectilinear particle dynamics (especially oscillators), general particle dynamics, non-inertial reference frames, central forces, systems of particles and mechanics of rigid bodies. Prerequisite: Physics 121, 122, and Math 252.
(3-0-3) STAFF

272. THERMODYNAMICS

This course deals with the development and applications of basic concepts and methods useful in the understanding of thermal phenomena. The approach is divided into three basic branches: classical thermodynamics, kinetic theory, and statistical mechanics. Prerequisite: Physics 121, 122, and Math 252.
(3-0-3) STAFF

331. ELECTRICITY AND MAGNETISM

The subject of this course is the physics and mathematics of the classical description of the electro-magnetic field and includes the experimental and theoretical background for each of Maxwell's equations, the equation of continuity and the associated fields in the presence of matter. Prerequisite: Physics 261 and Math 252.
(3-0-3) STAFF

340. CONTEMPORARY PHYSICS

This course will involve the student in reading articles on selected topics in the current physics publications in the library, and will include an introduction to the structure of the physics literature as well as introduce physics topics of current interest and topics with significant relationship to life outside the laboratory. A term paper is required. Prerequisite: Physics 253.
(3-0-3) STAFF

342. OPTICS

This course presents and demonstrates the proper use of several alternative models of the electromagnetic spectrum including the ray model, the wave model and the quantum model. Prerequisite: Physics 331.
(3-0-3) STAFF

354. SOLID STATE PHYSICS

This course is a study of interatomic binding, properties of crystalline solids, electrons in metals, and semiconductors. Prerequisite: Physics 253.
(3-0-3) STAFF

371+. ADVANCED LABORATORY

A series of four semesters of experiments and projects covering some of the basic experimental skills that a physics major should have. These include use of oscilloscopes, voltmeters, ammeters, some familiarity with shop tools and procedures, laboratory record keeping and report writing, and knowledge of ways in which basic physical quantities are measured. Prerequisite: Physics 121, 122.
(0-3-1) STAFF

431, 442. THEORETICAL PHYSICS

This course, designed for students planning to attend graduate school in physics, is

to be taken in the senior year at Wofford. Such students should consult with the instructor during the previous semester and thus influence the choice of topics and textbook. Prerequisite: Math 352, Physics 253, 261, and 331.
(3-0-3) each course STAFF

460. RESEARCH

A semester of active participation in one of the research projects currently conducted by the faculty. The student will be expected to spend a minimum of six hours per week in reading and laboratory work in connection with the project and write a detailed research report to be retained by the faculty member. Prerequisite: permission by instructor.
(0-3-2) STAFF

481. SPECIAL TOPICS IN PHYSICS

An independent study course, allowing opportunity for library research and term paper writing. The subject must be some topic in physics and be treated on (at least) the advanced undergraduate level. Prerequisite: permission of instructor.
(0-0-2) STAFF

COMPUTER SCIENCE

110. COMPUTER USE

An introduction to the use of the Wofford College Computer Center and to elementary computer programming. Students will learn to use the equipment, system commands, and library programs, and to write simple computer programs using the BASIC-PLUS language. Those who successfully complete this course should be able to use the computer as a tool in other courses. Meets for the first one-third of the semester only. Prerequisite: none.
(3-0-1) STAFF

120. PROBLEM SOLVING AND COMPUTER SCIENCE

This course is a continuation of Computer Science 110 and a knowledge of the material covered is assumed. This course will introduce additional programming techniques and emphasize problem analysis, and algorithm construction. Through classroom demonstrations and practice problems, the students will gain experience in analyzing problems into components, devising a sequence of steps which will solve each component problem, combining the component solutions to yield a problem solution, writing and testing a computer program to implement the entire sequence. Meets for the final two-thirds of the semester. Prerequisite: Computer Science 110.
(3-0-2) STAFF

200. COMPUTER CONCEPTS

This course deals with the concepts of information, the development of digital information processors and specifically the functions and use of the modern electronic digital computer. The digital computer is examined from the point of view of its historical development, its logical functions, its information representations, its languages, its hardware components, its software components, and its present and future position in society. Emphasis is placed on exposure to a variety of computer information for the purpose of building a vocabulary of words and concepts. Prerequisite: none.
(3-0-3) STAFF

PSYCHOLOGY

JAMES E. SEEGARS, JR., *Department Chairman*
JOHN W. PILLEY, DONALD M. SCOTT

Major Prerequisite: None

Major Requirements:

Psychology 321, 322, 331, 332, 341, 342, Math 140, and a senior research seminar.

A B.S. degree major only. Requires eight hours of laboratory science outside the Psychology Department (the Science 101, 102 courses do not satisfy that requirement).

INTRODUCTORY AND GENERAL ELECTIVE COURSES

110. METHODS, TOOLS, AND TECHNIQUES OF PSYCHOLOGY

A general survey of what psychologists do, the tools they use, and problems of current attention.
(3-0-3) STAFF

310. INDUSTRIAL PSYCHOLOGY

A general course designed to acquaint students with the uses of psychology in industrial applications. A strong emphasis is placed on interviewing, motivation, sales, brainstorming, and related aspects. Of special interest to students of business, law, and the ministry.
(3-0-3) STAFF

320. PERSONALITY

The development and identification of personality from an experimental standpoint.
(3-0-3) STAFF

330. PSYCHOLOGICAL MEASUREMENTS

A study of the theories basic to standardized tests, their function, construction, and application.
(3-0-3) STAFF

340. HUMAN SEXUALITY

This course is divided into two areas of emphasis. First, the course provides a much-needed dialogue in an area of strong human concern. There is a careful presentation of data on human development and sexual adjustment which provides a framework for behavior directed toward meaning and joy in human relationships. Second, there is a careful review of instruction techniques and available materials for those engaged in sex education courses at the junior and senior high school levels.
(3-0-3) STAFF

350. EXCEPTIONAL CHILD

A study of the exceptional child. While primary focus is on the mentally and emotionally handicapped child, some study is made of the diagnosis and etiology of all aspects of exceptional children.
(3-0-3) STAFF

HUMAN DEVELOPMENT SERIES

321. HUMAN DEVELOPMENT I

A study of the total development of the human organism from conception. (Meets a requirement for teacher certification in South Carolina.)

322. HUMAN DEVELOPMENT II

The study of the cause of inappropriate behaviors (including mental illness) and techniques for re-directing them.
(3-0-3) STAFF

451. HUMAN DEVELOPMENT III

A research-oriented seminar focusing on human development. The student will conduct a major experiment — particularly in the area of learning, motivation, and perception.

(3-0-3) STAFF

452. HUMAN DEVELOPMENT IV

A research-oriented seminar focusing primarily on personality and behavior problems.

(3-0-3) STAFF

PHYSIOLOGICAL PSYCHOLOGY SERIES**331. SENSORY PSYCHOPHYSIOLOGY**

A study of the functions of sensory systems as they relate to behavior.

(3-3-4) STAFF

332. NEUROPSYCHOLOGY

An investigation of the central nervous system structures and their behavioral functions.

(3-3-4) STAFF

453. PHYSIOLOGICAL PSYCHOLOGY I

A research-oriented seminar in which the student will conduct experiments in the field of physiological psychology.

(3-0-3) STAFF

454. PHYSIOLOGICAL PSYCHOLOGY II

A research-oriented seminar in which the student will conduct experiments on the CNS including electrode implantation and ablation studies.

(3-0-3) STAFF

EXPERIMENTAL METHODS SERIES**341. EXPERIMENTAL METHODS I**

A survey in depth of the empirical data of experimental psychology including psychophysics, psychophysical methodology, sensory and perceptual processes.

(3-3-4) STAFF

342. EXPERIMENTAL METHODS II

A continuation of Psychology 341. A survey in depth of the empirical data of experimental psychology including learning, memory, and higher cognitive processes.

(3-3-4) STAFF

455. ANIMAL-HUMAN EXPERIMENTATION I

A research-oriented seminar focusing on operant techniques. Each student will conduct an experiment using operant conditioning methodologies.

(3-0-3) STAFF

456. ANIMAL-HUMAN EXPERIMENTATION II

A research-oriented seminar in which each student will conduct an independent study involving operant techniques.

(3-0-3) STAFF

BEHAVIORAL SERIES**371. BIOLOGICAL BASES FOR BEHAVIOR**

This course focuses on the biological and genetic make-up of the organism or the raw material on which behavior is based. Emphasis is placed on the physical, emotional, biochemical, and intellectual dimensions of the organism with effort toward integrating these into the concept of personality.

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372. INTRODUCTION TO OPERANT AND CLASSICAL CONDITIONING

The basic paradigms of classical and operant conditioning are investigated with relevance to the human organism. These techniques are explored in depth as basic for understanding the behavior and development of personality.

(3-0-3) STAFF

373. BEHAVIORAL DIAGNOSIS AND TREATMENT

An investigation into the traditional classification of symptoms within the behavioral schema and their relationship to every day behavior — both normal and aberrant. This course investigates also the selection and application of programs of choice for behavior change including token economy systems for hospital and prison settings.

(3-0-3) STAFF

374. THE APPLICATION OF BEHAVIORAL PRINCIPLES IN A TREATMENT ENVIRONMENT

An investigation of behavioral contacting and program selection as required by individual problems and deviations. This course explores also statistical techniques for evaluating treatment programs as well as designing statistically valid framework for achieving behavioral objectives.

(3-0-3) STAFF

375. BEHAVIOR MANAGEMENT IN THE EDUCATION SETTING

This course focuses on the experiences of behavior management in a classroom setting. There is special emphasis on teacher and curricular guidelines from a behavioral point of view as well as writing behavioral objectives. Emphasis is placed also on school administrative policies within the behavioral management framework.

(3-0-3) STAFF

376. BEHAVIOR MANAGEMENT WITH INDIVIDUAL LEARNING

The use of behavioral concepts leading to the development of learning, self-paced instruction, the open-classroom, and individual creativity. Emphasis is placed also in curriculum development focusing on behavioral objectives, effect assessment techniques, and motivation in learning.

(3-0-3) STAFF

377. BEHAVIOR MANAGEMENT IN INDUSTRY

The understanding and study of behavioral principles as applied to industry — particularly from the management and supervisory point of view. The use of charting and reward systems for influencing production and the use of behavioral objectives in industry.

(3-0-3) STAFF

378. INDIVIDUAL APPLICATION OF BEHAVIORAL PRINCIPLES

An independent research effort on the part of the student which allows him or her to select a topic and area of choice and to pursue an independent research paper under close supervision. The work for this course is planned so that the student will

spend some time in an agency or institution setting for selecting and analyzing data.
(3-0-3) STAFF

ADVANCED ELECTIVES SERIES

360. EXPERIMENTAL DESIGN

The application of statistics to the design of experiments in the behavioral sciences.
(3-3-4) STAFF

450. SEMINAR

An intensive examination of an advanced area of psychology. Specific content will vary according to the needs and interest of the students. Sample content subjects: advanced statistics, animal ecology, comparative animal behavior, advanced physiological psychology, operant design, introduction to clinical psychology, etc.
(3-0-3) STAFF

457, 458. PSYCHOLOGY IN THE COMMUNITY

A practicum-style course in which students become involved in the practical application of psychological training. Students are expected to work a minimum of 14 hours a week in a community program under carefully selected supervisory conditions. Work experiences may include the Spartanburg Mental Health Center, The Broughton State Hospital, The Charles Lea Center, The Spartanburg Drug and Alcohol Abuse Commission, etc.
(1-4-3) each semester STAFF

460. INDEPENDENT RESEARCH

This course is designed to permit students to learn independent research techniques through the actual planning and conducting of an experiment. A final paper meeting APA Journal form requirements completes the experiment.

RELIGION

JOHN M. BULLARD, *Department Chairman*

CHARLES D. BARRETT, WILLIAM W. MOUNT, JR., DONALD J. WELCH

Major Requirements:

Twenty-one semester hours *selected by the student* from any courses numbered above 300. (The completion of at least one 200-level course is considered prerequisite to all advanced courses in the department.)

201. THE FAITH OF THE BIBLE

A study of the inception of the Judaeo-Christian tradition with emphasis on the religious perspective reflected in the Old and New Testaments.
(3-0-3) STAFF

203. THE CHRISTIAN FAITH

The major convictions of the Christian faith examined historically and in relation to their relevancy for modern life.
(3-0-3) STAFF

251. THE OLD TESTAMENT

The literary, historical, and theological contribution of ancient Israel to western civilization as reflected in the Old Testament.
(3-0-3) STAFF

252. THE NEW TESTAMENT

The emergence of Christianity in the western world as seen from an analysis of the New Testament writings.
(3-0-3) STAFF

301. JESUS

A literary and form-critical analysis of the Gospels with concern for their views of Jesus and how they affect contemporary views.
(3-0-3) MOUNT

302. PAUL, HIS LIFE AND WORK

A study of the Book of Acts and the Letters of Paul in search of an understanding of his contribution to Christianity.
(3-0-3) MOUNT

311. THE PROPHETS OF ISRAEL

The religion of the Hebrew prophets studied in historical context with concern for its contemporary significance.
(3-0-3) BULLARD

321. CHRISTIAN THEOLOGY

A constructive analysis of the persistent human problems which make men theologians, and of some responses to these problems which have been developed within the Christian circle of reference. Prerequisite: Philosophy 201.
(3-0-3) BARRETT

322. THE CHRISTIAN TRADITION

A study of the history of Christian ideas and institutions which focuses particularly on those critical periods in time in which they underwent redefinition (e.g., the Constantinian era, the age of the Reformation, and the age of the Enlightenment).
(3-0-3) BARRETT

323. CURRENT RELIGIOUS THOUGHT

An examination of the thought of major contributors to contemporary theological discussion. Prerequisite: Philosophy 201 or instructor's consent.
(3-0-3) BARRETT

324. NEW FRONTIERS IN CHRISTIAN THOUGHT

An analysis of new approaches to persistent religious and theological problems as they take new form in the post-industrial era. The course will begin with a study of Dietrich Bonhoeffer's idea of "religionless Christianity" and explore such subsequent phenomena as the God-is-dead theology, Neo-Pentecostalism, and the Christian-Marxist dialogue.
(3-0-3) BARRETT

325. CHRISTIAN ETHICS

A study of Christian ethical perspectives as they have developed through history and as they bear on contemporary issues. Prerequisite: Philosophy 201 or instructor's consent.
(3-0-3) STAFF

332. THE AMERICAN RELIGIOUS TRADITION

Studies in the role played by Judaeo-Christian tradition in the formation of American mores, thought, and culture, with due attention to the reciprocal impact of environment on faith. Prerequisite: one course in American history or instructor's consent.
(3-0-3) BARRETT

341. RELIGION AND BLACK CULTURE

An analysis of the religious behavior of American Blacks and the impact of American culture on the development of black theology and ethics.
(3-0-3) STAFF

350. ARCHAEOLOGY AND BIBLICAL HISTORY

A study of the science of archaeology and how it illuminates the religious, cultural, and historical backgrounds of the Bible.
(3-0-3) BULLARD

360. BIBLICAL THEOLOGY

The Bible as Word of God, the nature of scriptural revelation, and the major unifying concepts of Biblical faith.
(3-0-3) BULLARD

400. THE RELIGIONS OF WESTERN ASIA

An introduction to the history of religions, beginning with philosophical and anthropological considerations and moving to a phenomenological examination of the four classical monotheistic religions originating in the Middle East.
(3-0-3) BULLARD

402. THE RELIGIONS OF SOUTH AND EAST ASIA

A cultural analysis (continuing Rel. 400) of Hinduism, Hinayana and Mahayana Buddhism, Confucianism, Taoism, Shinto, and the New Religions of Japan.
(3-0-3) BULLARD

403. AFRICAN RELIGIONS AND PHILOSOPHIES

Historical examination of a representative group of indigenous African religions.
(3-0-3) STAFF

425. CHRISTIAN EDUCATION

An examination of the history, philosophy, and objectives of the educational task of the Christian church, including practical application of contemporary pedagogical techniques to the teaching of the basic theological disciplines for various age groups.
(3-0-3) WELCH

451. RELIGION SEMINAR

Selected topics in religious studies with emphasis on bibliography and methodology in research.
(3-0-3) STAFF

452. INDEPENDENT RESEARCH

Extensive investigation of an approved topic culminating in a full-length essay. Recommended for Religion majors. Spring semester.
(0-0-1) STAFF

RELIGION SEMINAR IN NEAR EASTERN ARCHAEOLOGY

Wofford College is affiliated with the Institute for Mediterranean Studies, which sponsors a Near Eastern Archaeological Seminar in conjunction with its excavations overseas. Students who participate in this educational program spend eight weeks in the Holy Land taking courses in the history and archaeology of Palestine. The program includes three weeks' actual field experience at an ancient site. Students will be given up to six hours academic credit, provided they successfully complete the

course program and submit the necessary transcript. Students who desire credit must gain prior approval of the chairman of the department of religion and enroll at the Registrar's office. For further details contact the department chairman.

SOCIOLOGY

FRED T. ADAMS, *Department Chairman*

CLARENCE L. ABERCROMBIE, III, DAN B. MAULTSBY

Major Prerequisites: Sociology 200, 210.

Major Requirements:

Sociology 310, 320, 330, plus three electives.

200. INTRODUCTION TO ANTHROPOLOGY

An introduction to physical and cultural anthropology. Offered each semester.
(3-0-3) ADAMS

210. INTRODUCTION TO SOCIOLOGY

An introduction to the sociological perspective. Offered each semester.
(3-0-3) STAFF

215. SOCIOLOGY OF DEVIANT BEHAVIOR

An application of the sociological perspective to "problem" behavior.
(3-0-3) MAULTSBY

232. MAN AND CULTURE

A study of human behavior in different societies.
(3-0-3) ADAMS

240. MINORITIES

An examination of racial and cultural minorities.
(3-0-3) ABERCROMBIE

310. THE DEVELOPMENT OF SOCIOLOGICAL THEORY

A review and analysis of modern social thought and sociological theories.
(3-0-3) ABERCROMBIE

315. SOCIOLOGY OF THE FAMILY

A study of the family as a social institution.
(3-0-3) ADAMS

320. SOCIAL PSYCHOLOGY

A study of group and social influences upon the individual.
(3-0-3) MAULTSBY

325. DEMOGRAPHY

An introduction to the study of human populations, their structures, variations, and consequences of population trends.
(3-0-3) ABERCROMBIE

330. SOCIAL RESEARCH

An introduction to the methods and techniques of collecting and analyzing social data.
(3-0-3) MAULTSBY

340. CULTURAL GEOGRAPHY

An examination of the spatial aspects of human organization and behavior, and man-environment systems.

(3-0-3) STAFF

342. URBAN SOCIOLOGY

Explicit recognition is given to the nature and importance of urbanism as a world phenomenon. The organizational and structural aspects of urban communities, as well as city life and its impact on non-urban communities, are examined in detail.

(3-0-3) STAFF

352. SOCIAL ORGANIZATION

An examination and analysis of elements and types of social organization

(3-0-3) MAULTSBY

450. SPECIAL PROBLEMS

Independent research or exploration of a sub-specialty not offered above.

(3-0-3) STAFF

480. CLINICAL CRIMINOLOGY

Conducted in Columbia-area correctional institutions by professional personnel of the South Carolina Department of Corrections. Involves students in a supervised clinical experience designed to acquaint them with some of the critical facts and issues related to crime, criminal behavior, and corrections. Upperclass status and prior course work in sociology and/or psychology recommended. Not applicable toward major. Offered in summer session (six weeks, six semester hours); requires full-time involvement. Not open to students who have participated in the clinical criminology project in Interim.

INTERDEPARTMENTAL OFFERINGS**MAJORS AND PROGRAMS****BUSINESS AND INSTITUTIONAL
ADMINISTRATION AND MANAGEMENT**

Managers and administrators typically make decisions that have personnel, economic, social, financial, technical, governmental, educational, legal and/or ethical implications. Therefore the College believes that it is vitally important for persons considering careers in management and administrative fields to obtain as well-rounded an education as possible including, in addition to core requirements, courses in psychology, economics, sociology, accounting, and government.

Most students interested in careers in business or institutional administration and management major in either economics or accounting (see p. 90). Either the economics major or the accounting major will prepare a person for leadership positions in business, government, or non-profit organizations. Also, either major will prepare a person for graduate or professional school work in business administration (particularly the MBA degree), accounting, or law.

Persons aiming toward particular administration and management positions should consider an appropriate interdepartmental major. For

example, a career in international business could come out of an economics-foreign language major; a career in governmental administration could result from a government-psychology or government-sociology major; a management career with technically oriented companies could result from physics-economics, chemistry-accounting, etc. interdepartmental majors.

Persons who want to major in a traditional field but who wish to prepare themselves minimally for entry into management and administrative positions should take as electives at least one course each in accounting, management, finance, economics, psychology, and sociology. There are many opportunities during the Interim for in-depth study in management, administration, and business-related subjects or to undertake appropriate internships.

HUMANITIES

The Humanities major offers a student the opportunity to design his or her own interdepartmental major in the general area of humanities. To do this the student must first plan a major program with the director of the Humanities Major Program, who will act as the student's faculty advisor.

The degree requirements for the Humanities Major are the completion of Humanities 201, 202 as a prerequisite for the major, of five courses meeting with the director's approval above the 300 level in humanities departments, and of Humanities 301 and 401.

This is a 21-semester-hour major. For further information contact Professor Hudgins.

INTERCULTURAL

This major offers students an opportunity to design their own major, cutting across departmental and disciplinary lines, in the general area of international/intercultural studies. A student desiring to major in intercultural studies must work out a curriculum with the program director, who will also act as the student's faculty advisor. This should be done before the beginning of the junior year.

The Intercultural major requires 33 hours, with the following course distribution: 3 or 4 core courses (dealing with a specific cultural area: Africa, Afro-America, Asia, or Latin America); 3 or 4 courses from cultural areas not chosen for core work; 3 courses dealing with general international-intercultural subjects; and 1 independent study project.

For further information contact Professor Thoroughman.

INTERDEPARTMENTAL

This major consists of a minimum of 24 semester hours and a maximum of 44 semester hours to be apportioned among two or more

departments as a result of consultation between all department chairmen involved, or their representatives, and the student concerned, according to their combined best judgment with due regard for the student's objectives. Further information about this major may be obtained from the Dean of the College.

ENGINEERING

Liberal arts-engineering dual-degree programs are offered at Wofford through agreements with Columbia University, Georgia Institute of Technology, and Clemson University. See page 80 for further details.

COURSES

HUMANITIES 101. FRESHMAN SEMINAR IN THE HUMANITIES

A program designed to engage the student, during his or her first semester on campus, in independent inquiry in some area of humanistic studies. Special attention will be given to value questions that will face the student. There will be frequent group discussions, and several short essays will be required. Generally, sections of this seminar are taught by members of the following academic departments: English, language and literature, fine arts, foreign languages, history, philosophy, religion. (3-0-3) STAFF

HUMANITIES 201, 202. VALUES AND ISSUES IN THE HUMANITIES

An interdisciplinary, team-taught course, primarily for sophomores, designed to bring the value perspectives of the major philosophical, religious, and aesthetic traditions to bear on issues of moment in the life of contemporary man. Students who successfully complete the full year's work (12 semester hours) may choose to distribute the credit so as to apply it to general education requirements in English, literature, fine arts, philosophy, and religion (at the rate of one course to each area). (6-0-6) each course

CONTRIBUTING FACULTY FROM HUMANITIES DEPARTMENTS

HUMANITIES 301. VALUES AND ISSUES SEMINAR

This seminar will endeavor to show that "the humanities" are related to concrete issues in the human community. The seminar will take a one-semester look at that community which is Spartanburg County, and through a multi-disciplinary approach involving classroom discussion and directed fieldwork, the seminar should formulate the issues and move creatively toward possible solutions.

(2-3-3) ABERCROMBIE, WELCH

HUMANITIES 401. SENIOR HUMANITIES SEMINAR

A course required for Humanities majors. The content will change from year to year, being either a special topics seminar or a temporary cross-listing with specific existing advanced courses in the humanities departments.

(3-0-3) STAFF

SCIENCE 101, 102. INVESTIGATION IN SCIENCE

Designed to develop in the student an appreciation of logical inquiry, observation, abstraction, generalization, analysis, and prediction by which scientists organize man's understanding of nature. Emphasis on exemplifying science, rather than on simply acquiring familiarity with a list of facts. Each instructor involves his or her students in a scientific area closely related to the instructor's competence and enthusiasm. Sections of this course are taught by members of the following academic departments: biology, chemistry, geology, physics, psychology.

(3-3-4) each course STAFF



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The Council of Associates is composed of influential men and women

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- T. Emmet Walsh
Attorney, Gaines and Walsh, Spartanburg, S. C.
- Kurt Zimmerli
President, ZIMA Corporation, Spartanburg, S. C.

WOFFORD COLLEGE NATIONAL ALUMNI ASSOCIATION

The Wofford College National Alumni Association consists of some 9,000 persons who attended Wofford for one year or more, and who live in all 50 states and many foreign countries.

The purpose of the National Alumni Association is to stimulate a permanent and informed interest of all alumni in the work of the College, encourage financial and moral support of the College, perpetuate the friendships formed in college years, and promote the cause of Christian higher education.

The governing body of the National Alumni Association is the Alumni Board of Directors, which consists of approximately 40 alumni elected to serve a four-year term, and several ex-officio members.

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Rock Hill, S. C. 29370

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302 West Pine Street
Florence, S. C. 29501

Hunter R. Stokes '60
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Florence, S. C. 29501

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Myles W. Whitlock '31
113 Fernbrook Circle
Spartanburg, S. C. 29302

Term Expires 12-31-78

William J. Bates '66
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763 East Main Street
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P. O. Box 390
Florence, S. C. 29501

C. L. Garrett, Jr. '61
407 Carmen Avenue
Jacksonville, N. C. 28540

Robert E. Gregory, Jr. '64
271 Lake Forest Drive
Spartanburg, S. C. 29302

George W. Lyons, Jr. '65
P. O. Box 2562
Spartanburg, S. C. 29304

W. E. Rone, Jr. '49
726 Fairway Lane
Columbia, S. C. 29210

W. Carl Walsh, Jr. '62
Route 2, Box 34
Easley, S. C. 29640

Term Expires 12-31-79

R. Bernard Leach '73 244 Lucky Lane Rock Hill, S. C. 29730	C. N. Papadopoulos '54 506 Thamer Lane Houston, Tex. 77024
Ms. Katherine E. McGrath '75 3801 O'Meary St. Apt. 18 Houston, Tex. 77025	Joseph O. Price '55 2960 Sidco Drive Nashville, Tenn. 37204
Peden B. McLeod '62 203 Witsell St. Walterboro, S. C. 29488	

Term Expires 12-31-80

Grover B. Eaker '34 1295 Brentwood Dr. Spartanburg, S. C. 29302	Joseph D. Parker '47 Box 657 Denmark, S. C. 29042
Cotesworth P. Fishburne '59 1144 India Hook Rd., Suite F Rock Hill, S. C. 29730	Lewis Perrin Powell '69 113 Woodhaven Street Spartanburg, S. C. 29302
John T. Gramling, II '63 P. O. Box 96 Gramling, S. C. 29348	William C. Reid '55 3200 Amherst Avenue Columbia, S. C. 29205
Roger Henry, Jr. '66 1030 Parkins Mill Road Greenville, S. C. 29607	Frank C. Stanton '58 P. O. Box 1888 Savannah, Ga. 31402
Cecil F. Lanford '55 615 Perrin Drive Spartanburg, S. C. 29302	Don O. Tickle '59 Route 1, Box 622 Oak Ridge, N. C. 27310
J. Grady Locklear '65 P. O. Box 992 Sumter, S. C. 29150	William H. Willimon '58 Duke Univ. Divinity School Durham, N. C. 27706

Ex-Officio Members:

William P. Cavin '45—Faculty Representative
Michael J. Copps '63—Chairman, Eastern Division
Russell R. Picton—Director of Development
F. J. Hammond, Jr. '56—President, Terrier Club
Neville Holcombe '26—President, Fifty Year Club
Joab M. Lesesne, Jr.—President, Wofford College
Chauncey W. Lever '48—President, Parents Association
Frank Logan '41—Director, Alumni Affairs and Parents Programs
Henry O. Stone, Jr.—Chairman, Middle States
C. Jarred Hammet, Jr. '80—Chairman, Committee on Alumni & Development, Campus Union
Richard S. Wallace '56—Chairman, Western Division
Thomas D. Whetsell '66—Chairman, Foreign Countries
J. Anthony White '41—Chairman, Board of Trustees

WOFFORD COLLEGE PARENTS ADVISORY COUNCIL

The Parents Advisory Council is composed of parents of present Wofford College students. The Council meets twice annually, with a primary goal of strengthening communications between the college and the Parents Association

Officers: 1977-78

Mr. Chauncey W. Lever, *president*
Mrs. Richard A. Steadman, *vice-president*
Mrs. John Shingler, *secretary-treasurer*

Term Expires 12-31-78

Mr. and Mrs. James K. Brown 41 Longwood Drive Aiken, S. C. 29801	Mr. and Mrs. James C. Papadis 255 Cart Drive Spartanburg, S. C. 29302
Dr. and Mrs. R. H. Cain, Jr. 1309 East Cleveland Dillon, S. C. 29536	Mr. and Mrs. W. L. Patterson, Sr. Route 2 Laurens, S. C. 29360
Dr. and Mrs. W. L. Crouch, Sr. 1931 S. Live Oak Parkway Wilmington, N. C. 28401	Dr. and Mrs. B. D. Paysinger 1231 Greenhill Road Columbia, S. C. 29206
Mr. and Mrs. W. G. Hays 2755 Normandy Drive Atlanta, Ga. 30305	Dr. and Mrs. Charles R. Propst 30 Buford Street Sumter, S. C. 29150
Mr. and Mrs. Marion D. Lucas, Jr. P. O. Box 3931 Florence, S. C. 29501	Mr. and Mrs. N. R. Salley P. O. Box 436 Salley, S. C. 29137
Dr. and Mrs. Malcolm L. Marion 138 West End Chester, S. C. 29706	Dr. and Mrs. J. M. Shingler, Jr. 210 Lakewood Drive Spartanburg, S. C. 29302
Mr. and Mrs. H. A. Neely 110 Greenbriar Road Spartanburg, S. C. 29302	Dr. and Mrs. Richard A. Steadman 801 Mobley Street Johnston, S. C. 29832

Term Expires 12-31-79

Dr. and Mrs. Kay B. Ballard 121 Winfield Road Greenville, S. C. 29607	Mr. and Mrs. Leon Goodall 6328 East Shore Drive Columbia, S. C. 29206
Mr. and Mrs. N. L. Caprell Route 2, Box 270 Aiken, S. C. 29801	Dr. and Mrs. Gordon R. Hennigar 651 Coinbow Drive Mt. Pleasant, S. C. 29464
Mr. and Mrs. Joseph M. Carstarphen, III Mockingbird Lane McAdenville, N. C. 28101	Rev. and Mrs. W. T. Holroyd 109 Shamrock Drive Chester, S. C. 29706
Rev. and Mrs. Herbert C. Floyd 107 Church Street Mullins, S. C. 29574	Mr. and Mrs. Joseph L. Keiger P. O. Box 11001 Winston-Salem, N. C. 27106

Mr. and Mrs. George M. Lee, Jr.
4820 Reamer Avenue
Columbia, S. C. 29206

Mr. and Mrs. Chauncey Lever
Country Club Towers Apt. 907
10777 West Sample Road
Coral Springs, Fla. 33065

Mr. and Mrs. J. M. McBride, Sr.
450 Brookshire Drive
Columbia, S. C. 29210

Mr. and Mrs. F. A. McLeod, Jr.
634 Antlers Drive
Sumter, S. C. 29150

Term Expires: 12-31-80

Mr. and Mrs. Jesse Woodruff Brinson
1100 Rockford Road
High Point, N. C. 27262

Mr. and Mrs. Donald E. Brown
328 Aldersgate
Sumter, S. C. 29150

Rev. and Mrs. A. B. Clarkson
2347 Walton Way
Augusta, Ga. 30904

Mr. and Mrs. S. C. Deal, Sr.
6443 Greencove Drive
Charlotte, N. C. 28211

Dr. and Mrs. George Lynn Derrick
4859 Forest Ridge Lane
Columbia, S. C. 29206

Dr. and Mrs. Lee C. Dimery
East Main Street
Duncan, S. C. 29334

Mr. and Mrs. John H. Faricy
1510 N.W. 30th Street
Gainesville, Fla. 32605

Rev. and Mrs. Marshall L. Meadors, Jr.
717 Marshall Avenue
Anderson, S. C. 29621

Dr. and Mrs. H. R. Rubel
478 Webber Road
Spartanburg, S. C. 29302

Mr. and Mrs. W. C. Siceloff
1039 Rockford Road
High Point, N. C. 27262

Mr. and Mrs. Harry F. Wolfe, Jr.
410 Lockley Drive
Charlotte, N. C. 28207

Mr. and Mrs. Theodore W. Gage
4279 Wickersham Drive, NW
Atlanta, Ga. 30327

Mr. and Mrs. Francis H. Herndon
5026 Wittering Drive
Columbia, S. C. 29206

Rev. and Mrs. R. T. Montfort
3010 Wickersham Road
Charlotte, N. C. 28211

Mr. and Mrs. Milledge T. Pitts
4 Holly Tree Court
Columbia, S. C. 29204

Dr. and Mrs. John H. Tillotson
316 Holly Drive
Spartanburg, S. C. 29301

Mr. and Mrs. Gregory L. Troutman
5415 Gainsborough Drive
Fairfax, Va. 22030

Mr. and Mrs. William L. Walker
Route 1, Saluda Road
Greenville, S. C. 29607

Note: Representatives of Class of '81 will be appointed in January, 1978.

THE ADMINISTRATION

OFFICE OF THE PRESIDENT DuPre Administration Building

Joab M. Lesesne, Jr., B.A., M.A., Ph.D., *President*
Charles F. Marsh, A.B., A.M., Ph.D., LL.D., *President Emeritus*

ACADEMIC AFFAIRS DuPre Administration Building

B. G. Stephens, B.S., M.S., Ph.D., *Dean of the College*
Jerome R. Cogdell, B.S., M.Div., *Assistant Dean of the College and Co-ordinator of Interim*

Admissions Black Alumni Building

M. Elton Hendricks, B.A., M.Div., M.S., Ph.D., *Director of Admissions*
(Resigned effective August 15, 1977)

David Miller Beacham, B.S., *Admissions Counselor* (Effective August 1, 1977)

Jeanette R. Dunn, A.B., *Admissions Counselor* (Effective August 4, 1977)

Charles R. Gray, B.A., *Assistant Director of Admissions* (Director of Admissions effective August 15, 1977)

Frank Jarrett, B.A., *Admissions Counselor* (August 1, 1976-May 31, 1977)

Michael Hammond Johnson, B.S., *Admissions Counselor* (Resigned May 31, 1977)

Walter R. Leonard, Jr., B.S., *Admissions Counselor* (Effective August 1, 1977)

John Odell Moore, B.A., *Admissions Counselor* (June 1, 1975-May 31, 1976)

Deborah Sutton, A.A., B.A., M.Ed., *Admissions Counselor* (Effective August 1, 1976; Assistant Director of Admissions effective August 15, 1977)

Robert Vassalle, B.A., *Admissions Counselor* (Effective August 8, 1977)
Carol Wingo, B.A., (June 1, 1976-July 31, 1977)

Registration and Records DuPre Administration

Edward B. Sydnor, B.A., *Registrar and Director of Summer School*
Bates L. Scoggins, B.A., M.A., *Registrar Emeritus*

Library Services Sandor Teszler Library

Frank J. Anderson, B.A., M.S. in L.S., *Librarian*

Herman Coburn, A.B., M.A., *Circulation Librarian* (Resigned August 1, 1976)

Alice H. Cochran, A.B., M.L.S., *Acquisitions Librarian*

Herbert Hucks, Jr., B.A., M.A., B.A. in L.S., *Archivist*

Shelley Henry Sperka, A.A., *Circulation Librarian* (June 1, 1976-July 1, 1977)

Ray L. Howes, B.S., M.L.S., *Circulation Librarian* (Effective September 1, 1977)

Martha E. Wharton, A.B., M.S. in L.S., *Reference and Periodicals Librarian*
 Richard C. Wood, B.A., M.L.S., *Cataloger*

Upward Bound

Jacqueline Coleman Gilmore, B.S., M.Ed., *Upward Bound Project Director* (Resigned August 1, 1976)

Academic Program Evaluation

Robert L. Troup, B.A., M.Ed., *Academic Program Evaluator* (Resigned August 1, 1976)

STUDENT AFFAIRS

Burwell Campus Center

J. Michael Preston, A.B., *Dean of Students*
 Sharon C. Dunn, B.A., M.A., *Assistant Dean of Students* (Effective July, 1977)
 Claressa H. Lee, B.S., *Director of Placement and Campus Facilities* (Resigned June 1, 1977)
 Charles McGinty, B.A., *Director of Placement* (Effective August, 1977)
 Theodore A. Myers, B.A., M.B.A., *Assistant Dean of Students*
 Thomas W. Vinegar, B.A., *Assistant Dean of Students* (Effective August 1, 1977)

Financial Aid

Black Alumni Building

Marcus S. Griffin, B.S., *Director of Financial Aid*

Housing

Black Alumni Hall

Margaret M. Woodward, *Director of Housing* (Retired June 1, 1976)
 Wanda Cote, *Director of Housing* (June 1, 1976-March 1, 1977)

Security

Carlisle

Charles William Darnell, *Director of Security* (Resigned March, 1976)
 Joe Greenlee, *Director of Security* (Effective June, 1976)

Student Health Services

Black Infirmary

Melvin D. Medlock, M.D., *College Physician*
 Mack C. Poole, M.D., *College Physician*
 Mrs. Dorothy B. Halligan, R.N., *Resident College Nurse*
 Mrs. Edna Johnson, R.N., *College Nurse*

BUSINESS MANAGEMENT

Snyder House

Edward E. Greene, B.S., C.P.A., *Director of Finance*

Business Office

Snyder House

Harold S. Smithyman, A.B., *Controller*

Physical Plant

Maintenance Building

John R. Curry, *Director of Physical Plant*
 Wallace B. Henderson, *Assistant to the Director of Physical Plant*

Food Services

Burwell Campus Center

Richard Palmer Perkins, B.S., *Director of Food Services* (*Epicure Management Service*) (September 1, 1975-August 31, 1976)
 Robert Amick, *Director of Food Services* (Resigned June, 1977)
 Henry O. Jones, III, *Director of Food Services* (Effective June, 1977)

College Store

Wightman Hall

Richard W. Scudder, A.B., *Director*
 Dorothy Blanton, *Assistant Manager* (Effective August, 1976)
 Robert L. Huggin, A.B., *Assistant Manager* (Resigned August, 1976)

DEVELOPMENT

Marsh Hall

Daniel D. Gilbert, B.A., M.Div., *Director of Development* (Resigned April 1, 1977)
 Russell R. Picton, B.S., *Director of Development* (Effective June 1, 1977)
 Kathryn M. Abington, B.A., M.A., *Director of Information Services and Publications* (Effective August 1, 1976)
 William E. Biggs, B.A., *Director of College Relations* (Resigned April 1, 1976)
 Charles H. Davidson, IV, B.A., *Director of Annual Resources* (Effective July, 1977)
 S. Frank Logan, A.B., A.M., *Director of Alumni Affairs and Parents Programs*
 G. Alan Meredith, B.A., *Director of Annual Resources* (Resigned June 1, 1977)
 James H. Newcome, B.A., *Director of Corporate Relations*
 Winifred B. Walsh, B.A., *Director of Information Services* (Resigned June 1, 1976)

CAMPUS MINISTRY AND COUNSELING

Main Building

Donald J. Welch, A.B., M.Div., *Campus Minister and College Counselor*
 Linda M. Gilbert, B.A., *Life/Work Planning Counselor* (Resigned June, 1977)

INTERCOLLEGIATE ATHLETICS AND INTRAMURAL SPORTS

Andrews Field House

Eugene F. Alexander, A.B., *Business Manager of Athletics and member of Athletic Council*, (Director of Intramural Sports, June 1, 1977)
 William W. Scheerer, B.A., M.A., *Professor of Physical Education, Director of Intramural Sports and member of Athletic Council* (Professor Emeritus, June 1, 1977)
 George Freeman Sasser, B.S., M.A., *Athletic Director and Head Football Coach* (Effective March, 1977)

- Robert Brannon, B.S., *Director of Sports Promotion* (Effective September 1, 1976)
- Michael E. Bugar, B.A., *Tennis Coach and Assistant Football Coach* (Resigned December, 1976)
- W. Earl Buice, *Golf Coach*
- John Wilson Craig, B.S., *Assistant Football Coach* (Effective June, 1977)
- Ladson Gentry Cabbage, Jr., B.A., *Assistant Football Coach* (Effective March, 1977)
- Lewie Wayne Earhardt, B.S., *Head Basketball Coach* (Effective March, 1977)
- Richard Hunter Gilstrap, B.S., M.A., *Assistant Football Coach* (Effective March, 1977)
- James Howard King, Jr., B.A., *Baseball Coach and Assistant Football Coach* (Resigned March, 1977)
- Charles McGinty, B.A., *Soccer Coach*
- Steve Mack Satterfield, B.S., M.Ed., *Head Football Coach and chairman of Athletic Council* (Resigned March, 1977)
- William Glen Parker, B.S., M.A.T., *Assistant Football Coach* (Effective March, 1977)
- Samuel H. Sloan, Jr., B.S., *Director of Sports Promotion and Baseball Coach* (Resigned August 1, 1976)
- Duane A. Stober, B.S., M.S., *Assistant Professor of Physical Education and Athletic Trainer*
- Roy Suttles, *Baseball Coach* (Effective September 1, 1976)
- James McMackin Wallace, B.S., M.Ed., *Track Coach and Assistant Football Coach* (Resigned March, 1977)
- Margaret Melissa Young, B.S., M.A., *Women's Sports Director* (Effective August 15, 1977)

THE FACULTY

(Year of first appointment to faculty in parentheses after each name)

Roger Henry Abel (1974)*

Assistant Professor of Chemistry

B.A., Hope College; Ph.D., California Institute of Technology

Clarence Lewis Abercrombie, III (1973)

Assistant Professor of Intercultural Studies/History

B.A., Emory University; M.Phil., Ph.D., Yale University

Fred Thomas Adams (1958)

Professor of Sociology

A.B., A.M., University of Alabama; Ph.D., Tulane University

George Cotton Smith Adams (1952)**

Professor of Romance Languages

A.B., A.M., Ph.D., University of North Carolina

*Resigned December 1976

**Retired September 1976

Klaus de Albuquerque (1974)

Assistant Professor of Sociology

B.S., California State Polytechnic University; M.S., Ph.D., Virginia Polytechnic Institute and State University

Eugene Foster Alexander (1964)

Business Manager of Athletics and Head Basketball Coach

A.B., University of South Carolina

Frank John Anderson (1966)

Librarian

A.B., Indiana University; M.S. in L.S., Syracuse University

Constance Dean Armitage (1962)

Assistant Professor of Art

A.B., University of California; M.A., University of Georgia

Hugh Thomas Arthur (1963)

Associate Professor of Economics

B.S., Davis and Elkins College; M.L., University of Pittsburgh; M.A., University of South Carolina

Charles David Barrett (1966)

Associate Professor of Religion

A.B., Wofford College; B.D., Emory University; Ph.D., Drew University

Ross Hawthorne Bayard (1961)

Associate Professor of History

B.A., Washington and Lee University; M.A., Ph.D., University of South Carolina

Curtis Porter Bell (1963)

Associate Professor of Mathematics

B.S., Wofford College; M.A., Ph.D., University of Georgia

Victor Bilanchone, Jr. (1972)*

Assistant Professor of Music and Director of Glee Club

B.A., M.M., University of Miami

Donald deForest Boyer (1973)**

Assistant Professor of Mathematics

A.B., A.M., George Washington University

William Albert Broom (1975)

Visiting Assistant Professor of Music and Lecturer in Languages

B.Mus., Greensboro College; M.Mus., Converse College

Michael Edward Bugar (1971)***

Tennis Coach and Assistant Football Coach

B.S., Florida State University

John Moore Bullard (1961)

Albert C. Outler Professor of Religion

A.B., A.M., University of North Carolina; M.Div., Yale Divinity School; Ph.D., Yale University

David Frank Byrd (1975)****

Assistant Football Coach

B.S., M.A., University of South Carolina

*Leave of absence 1975-76

**Resigned February 1977

***Resigned December 1976

****Resigned March 1977

Jeanne Louise Carriere (1976)*Assistant Professor of English*

B.A., Dominican College; M.A., C.Phil., Ph.D., University of California

William Pinckney Cavin (1946)*John M. Reeves Professor of Chemistry*

A.B., Wofford College; A.M., Duke University; Ph.D., University of North Carolina

Lawrence Harris Chewning, Jr. (1957)*Professor of English*

B.A., Furman University; M.A., Ph.D., University of Virginia

Jerome Russell Cogdell (1972)*Assistant Dean of the College and Coordinator of Interim*

B.S., Muskingum College; M.Div., Yale University

Philip Stanhope Covington (1947)**Professor of English*

A.B., Emory University; A.M., Duke University; Lit.D., Wofford College

Ladson Gentry Cabbage, Jr. (1977)*Assistant Football Coach*

B.A., Elon College

Wayne Alford Culp (1974)***Assistant Professor of Government*

A.B., Asbury College; B.D., Asbury Seminary; M.A., Scarritt College; Ph.D., The American University

Melvin Leroy Curtis, Jr. (1975)*Captain, United States Army**Assistant Professor of Military Science*

B.A., North Georgia College

Joaquin Fernandez DeVelasco (1963)*Associate Professor of Foreign Languages*

B.A., Havana Institute; M.A., Middlebury College; Ph.D., University of Havana

Harry Donald Dobbs (1955)*Professor of Biology*

A.B., M.S., Ph.D., Emory University

Dennis Michael Dooley (1969)*Associate Professor of English*

A.B., Loyola College; M.A., Kent State University; Ph.D., Vanderbilt University

Linton Reese Dunson, Jr. (1966)*Associate Professor of Government and Fred A. Gosnell, Sr.,**Professor of Government*

A.B., University of Georgia; Ph.D., University of Virginia

Lewie Wayne Earhardt (1977)*Head Basketball Coach*

B.S., University of South Carolina

Vivian Boyd Fisher (1973)*Assistant Professor of English*

B.A., Duke University; M.A., Ph.D., Emory University

* Retired March 1976

** Resigned September 1976

Jacques Constant Bennebroek Forbes (1964)*Assistant Professor of Foreign Languages*

A.B., Gettysburg College; M.A., University of Maryland

Barbara Godley Fulmer (1976)*Lecturer in Education*

B.S., Furman University; M.A., University of Alabama

John Gilbert Fulmer, Jr. (1969)*Associate Professor of Economics*

A.B., Wofford College; Ph.D., University of Alabama

Richard Hunter Gilstrap (1977)*Assistant Football Coach*

B.S., Clemson University; M.A., Furman University

Harold William Green (1965)*Associate Professor of Accounting*

B.S., Shippensburg State College; Litt.M., University of Pittsburgh

Edward Eugene Greene*Director of Finance & Lecturer in Accounting*

B.S., University of Tennessee; C.P.A.

James Richard Gross (1966)*Associate Professor of English*

B.B.A., Wake Forest College; M.A., University of North Carolina; Ph.D., Duke University

Allan Walter Hammerbeck (1975)*Lt. Colonel, United States Army**Professor of Military Science*

B.G.S., University of Nebraska; M.A., Central Michigan University

George Kuglar Hanks, III (1972)*Band Director*

B.Mus., Greensboro College

John Wilbur Harrington (1963)*Professor of Geology*

B.S., Virginia Polytechnic Institute; M.S., Ph.D., University of North Carolina

Matthew Archie Henderson, III (1974)*Lecturer in Economics*

B.A., University of Florida; J. D., Vanderbilt Law School

Melvin Elton Hendricks (1972)*Assistant Professor of Physics and Director of Admissions*

B.A., Wofford College; M.Div., Duke University; M.S., Ph.D., University of South Carolina

Edmund Henry (1970)*Assistant Professor of English*

A.B., Syracuse University; Ph.D., The University of Rochester

William Brooks Hubbard (1964)*Associate Professor of Biology*

B.S., Wofford College; M.Ed., University of North Carolina

Herbert Hucks, Jr. (1947)*Archivist*

A.B., Wofford College; M.A., Emory University; B.A. in L.S., Emory University

Walter Edward Hudgins (1972)*Associate Professor of Philosophy*

A.B., B.D., Ph.D., Duke University

Jerry Mitton James (1976)*Lecturer in Art***Katherine Worth Johnson (1977)***Lecturer in Mathematics*

B.A., Converse College

Lewis Pinckney Jones (1946)*William R. Kenan, Jr., Professor of History*

A.B., M.A., Wofford College; Ph.D., University of North Carolina

James Albert Keller (1972)*Associate Professor of Philosophy*

B.S., Massachusetts Institute of Technology; M.Div., Pittsburgh Theological Seminary; M.Phil., Ph.D., Yale University

Joseph Howard Killian, Jr. (1967)*Assistant Professor of History*

B.A., Wake Forest College; Ph.D., University of North Carolina

Barbara Lee Box Kindberg (1977)*Lecturer in Chemistry*

B.S., University of Alabama

Thomas Neil Lentz (1971)**Instructor in Art*

B.S., Wofford College

Walter Raymond Leonard (1948)*John M. Reeves Professor of Biology*

A.B., Tusculum College; A.M., Ph.D., Vanderbilt University

Joab Mauldin Lesesne, Jr. (1964)*Professor of History and President of the College*

B.A., Erskine College; M.A., Ph.D., University of South Carolina

Ta-Tseng Ling (1966)*Associate Professor of Government*

B.A., National Cheng-Chi University, China; M.A., Ph.D., University of Tennessee

William Murray Linker (1975)*Lecturer in Foreign Languages*

B.A., Ph.D., University of North Carolina

David Albert Love (1975)**Lecturer in Accounting*

B.B.A., M.Acc., University of Georgia

Dan Baker Maultsby (1969)*Associate Professor of Sociology*

A.B., Wofford College; Ph.D., University of Tennessee

*Resigned May 1976

Vincent Earl Miller (1957)*Professor of English*

B.A., New York State College for Teachers; Ph. D., University of Minnesota

Edward Richelieu Minus (1972)*Assistant Professor of English and Director of Reading Center and Writing Laboratory*

B.A., Presbyterian College; M.A., Boston University

William Scott Morrow (1970)*Assistant Professor of Chemistry*

B.S., Philadelphia College of Pharmacy and Science; M.S., St. Joseph's College; Ph.D., University of North Carolina

James Gary Ness (1976)**Assistant Football Coach*

B.S., Clemson University

Daniel Wayne Olds (1963)*Professor of Physics*

A.B., Wabash College; Ph.D., Duke University

William Alonzo Parker (1958)*Associate Professor of Physics*

A.B., Davidson College; M.A., Duke University

William Glen Parker (1977)*Assistant Football Coach*

B.S., M.A.T., University of South Carolina

James Roth Patrie, Jr. (1975)*Captain, United States Army**Assistant Professor of Military Science*

B.S., University of Alabama

Ernest Gibbes Patton (1963)*Associate Professor of Biology*

B.A., Yale University; M.A., University of North Carolina; Ph.D., Duke University

Lanier Branson Phillips (1974)*Captain, United States Army**Assistant Professor of Military Science*

B.A., Wofford College; M.B.A., University of Georgia

John William Pilley (1969)*Associate Professor of Psychology*

B.A., Abilene Christian College; B.D., Princeton Theological Seminary; M.A., Stetson University; M.S., Ph.D., Memphis State University

David Hyde Prince (1958)*Professor of Education and Psychology*

A.B., M.A., Wofford College; Ph.D., University of North Carolina

Frances Melton Racine (1976)*Lecturer in History*

B.A., Mississippi University for Women; M.A., Emory University

Philip Noel Racine (1969)*Associate Professor of History*

A.B., Bowdoin College; M.A., Ph.D., Emory University

*Resigned March 1977

- Richard Joseph Fernandez Remirez (1964)**
Associate Professor of Foreign Languages
B.A., De La Salle; M.A., University of Arkansas; Ph.D., University of Holguin
- Richard Long Robinson (1966)**
Associate Professor of Mathematics
B.S., Wofford College; M.A., Ph.D., University of Tennessee
- George Freeman Sasser (1977)**
Athletic Director and Head Football Coach
B.S., University of North Carolina; M.A., University of South Carolina
- Steve Mack Satterfield (1974)***
Chairman of Athletic Council and Head Football Coach
B.S., University of South Carolina; M.Ed., Appalachian State University
- William Woodrow Scheerer (1947)**
Professor of Physical Education
B.S., Memphis State College; A.M., Columbia University
- Donald Marcell Scott (1966)**
Associate Professor of Psychology
B.A., M.A., Ph.D., Florida State University
- Joseph Secondi (1957)****
Associate Professor of English
A.B., M.A., University of Virginia
- James Edward Seegars, Jr. (1962)**
Professor of Psychology
A.B., The Citadel; M.S., University of South Carolina; Ph.D., University of Kentucky
- John Lewis Seitz (1976)**
Assistant Professor of Government
B.A., M.P.A., Syracuse University; Ph.D., University of Wisconsin
- Cyrus Luther Shealy (1971)**
Assistant Professor of Foreign Languages
A.B., M.Ed., University of South Carolina
- Harold Leroy Slover (1976)**
Major, United States Army
Assistant Professor of Military Science
B.A., M.B.A., Norwich University
- Byrd Smith (1973)*****
Lt. Colonel, United States Army
Professor of Military Science
B.S., South Carolina State College; M.Ed., Clemson University
- Bobby Gene Stephens (1963)**
Professor of Chemistry and Dean of the College
B.S., Wofford College; M.S., Ph.D., Clemson University
- Matthew Arnold Stephenson (1970)**
Associate Professor of Economics
B.S., University of South Carolina; Ph.D., Tulane University
- *Resigned March 1977
**Retired September 1976
***Reassigned June 1976

- Duane Austin Stober (1963)**
Assistant Professor of Physical Education and Athletic Trainer
B.S., Mankato State College; M.S., Indiana University
- Margaret Cannon Thomas (1976)**
Lecturer in English
B.A., M.A., Ph.D., University of North Carolina
- Doris Margaret Thompson (1974)**
Assistant Professor of Chemistry
B.S., Louisiana State University; M.S., University of North Carolina; Ph.D., University of Kentucky
- Thomas Vernon Thoroughman (1966)**
Associate Professor of History
B.A., M.A., Emory University; Ph.D., University of North Carolina
- Otis Turner (1972)**
Assistant Professor of Religion
B.S., Albany State College; B.D., Ph.D., Emory University
- Rebecca Johnson Vang (1976)**
Assistant Professor of Accounting
B.S., M.Acct., University of South Carolina
- Elaine Stone Wagner (1977)**
Lecturer in Art
B.F.A., Moore College of Art
- James McMackin Wallace (1974)***
Assistant Football Coach and Head Track Coach
B.S., University of South Carolina; M.Ed., Western Carolina University
- Donald James Welch (1970)**
Counselor and Campus Minister and Lecturer in Religion
A.B., Union College; M.Div., Duke University
- Alanna Ivey Wildman (1977)**
Lecturer in Art
B.S., Converse College; M.A., Vanderbilt University
- Alan R. Willis (1977)**
Lecturer in English
A.B., Syracuse University

*Resigned April 1976

PROFESSORS EMERITI

- George Cotton Smith Adams**
Professor of Romance Languages, Emeritus
A.B., A.M., Ph.D., University of North Carolina
- Philip Stanhope Covington**
Professor of English, Emeritus
A.B., Emory University; A.M., Duke University; Lit.D., Wofford College
- James Carr Loftin**
Professor of Chemistry, Emeritus
B.S., Virginia Military Institute; M.S., Ph.D., University of North Carolina

Charles Franklin Nesbitt†*John M. Reeves Professor of Religion, Emeritus*

A.B., Wofford College; B.D., Emory University; A.M., Ph.D., University of Chicago

Clarence Clifford Norton*John M. Reeves Professor of Sociology, Emeritus*

B.S., Millsaps College; A.M., Emory University; Ph.D., University of North Carolina; LL.D., Wofford College

Howard McIever Pegram*Professor of Mathematics, Emeritus*

A.B., Wofford College; A.M., Duke University

John Leonard Salmon*John M. Reeves Professor of Foreign Languages, Emeritus*

A.B., Centre College; A.M., Harvard University

Joseph Secondi*Professor of English, Emeritus*

A.B., M.A., University of Virginia

Edward Hamton Shuler*Professor of Applied Mathematics, Emeritus*

B.S., Clemson University

†Deceased December 22, 1976

NUMBER OF STUDENTS BY STATES, 1975-76

Alabama.....	7	New Jersey.....	4
California.....	1	New York.....	2
Connecticut.....	3	North Carolina.....	131
Florida.....	28	Ohio.....	2
Georgia.....	37	Pennsylvania.....	3
Illinois.....	2	South Carolina.....	820
Kentucky.....	1	Tennessee.....	9
Louisiana.....	1	Texas.....	1
Maine.....	2	Virginia.....	19
Maryland.....	5		
New Hampshire.....	1	Total.....	1079

FOREIGN COUNTRIES

Gambia.....	1
Greece.....	1
Iran.....	2
Korea.....	1

Total Enrollment.....1084

STUDENTS ENTERING SEPTEMBER, 1975

New Students		Former Students	
(Day 63, Resident 188).....	251	(Day 7, Resident 7).....	14
Transfer Students			
(Day 39, Resident 22).....	61	Total.....	326

NUMBER OF SOUTH CAROLINA STUDENTS**By Counties**

Abbeville.....	1	Hampton.....	1
Aiken.....	13	Horry.....	20
Anderson.....	28	Jasper.....	1
Bamberg.....	5	Kershaw.....	5
Beaufort.....	6	Lancaster.....	3
Berkeley.....	4	Laurens.....	6
Calhoun.....	3	Lee.....	5
Charleston.....	18	Lexington.....	12
Cherokee.....	15	Marion.....	7
Chester.....	7	Marlboro.....	2
Chesterfield.....	8	Newberry.....	1
Clarendon.....	5	Oconee.....	1
Colleton.....	4	Orangeburg.....	12
Darlington.....	20	Pickens.....	12
Dillon.....	2	Richland.....	51
Dorchester.....	3	Saluda.....	4
Edgefield.....	2	Spartanburg.....	378
Fairfield.....	7	Sumter.....	27
Florence.....	17	Union.....	13
Georgetown.....	5	Williamsburg.....	2
Greenville.....	47	York.....	32
Greenwood.....	5		
		Total.....	820

DEGREES CONFERRED 1975**Bachelor of Arts Degree**

Frank Leon Abercrombie	Fred Douglas Caton
Richard Bruce Abernethy	Meredith Lee Cavin
George Thomas Allison	Charles Mark Cherry
Kenneth Clyde Anthony	John Devlin Clark, Jr.
Walter George Arnold	David Philip Cleveland
Carroll Eugene Arrington	Dennis Alan Coggins
Hugh James Atkinson	Darrell Wilson Collins
Roger Richardson Barnhardt	Robert Leith Connelly, Jr.
Talmadge Davis Belding, Jr.	Kenneth Mark Crenshaw
James Philip Bell	Mary Catherine Sloss Crenshaw
Robert Lee Bell, III	William Burwell Crittendon, Jr.
William Daniel Bell, III	Thomas Pressley Crocker
Henry Louis Bethea, III	James Michael Cullen
Charles Bruce Bishop	Gary Czornyek
Charles Bertram Bradford	Debra Gail Davidson
Thomas Casey Brittain	Burleigh Carter Davis, Jr.
David Gordon Bruce	James Marion Davis
John Benjamin Buice, Jr.	James Reed Davis
Charles Barnett Burch, Jr.	William David DeLamar
Robert Norris Burkins	Stuart Baldwin Delk
Paul Albert Burnett, Jr.	John Frager Douglas
Harold Winfred Burrell	Harry Windell Drotor, II
Malcolm Jones Caldwell	Fred Gordon Edwards, Jr.
James Robert Calliham	Mark Robert Erbe
Vicki Lee Casey	John Huey Fagan

Terry Andrew Ferguson
 David Ralls Finch
 Michael Steven Fincher
 Don Landrum Francis
 William Dean Gaffney
 Glenn Norwood Garbis
 Charles McIvor Geddings, III
 Coy Wayne Gibson
 Paul Anthony Giles
 James McIntire Glasgow
 James Richard Gosnell
 Charles Jay Grebinger
 Paul William Greeley, III
 William Carlisle Hamrick
 John Douglass Harrison, Jr.
 Charles Taylor Hawkins, Jr.
 Richard Cox Heatly, II
 Geary Dean Hedrick
 Campbell Gilchrist Henderson
 Gordon Ross Hennigar, III
 Jerry Wayne Henry
 Shelley Rose Henry
 John McCarten Hilliard, III
 Miller Kirk Hinshaw, Jr.
 John Wesley Hipp
 George Douglas Holman, Jr.
 Michael Benjamin Hudnall, Jr.
 Maurice Scott Smothers Hull
 Danny Charles Ivey
 Larry Russell Jenkins
 Jan Malcolm Jones, Jr.
 James Curtis Joyce, Jr.
 Walter McNeel Keenen, Jr.
 Robert Warren Kessler
 William Paul Keesley
 Johnny William Lancaster, Jr.
 George Winston Lane, Jr.
 John Bunyan Lee, III
 Ronnie Dalton Lee
 Chauncey Waldo Lever, Jr.
 Edward Abraham Levy
 Steven Wayne Linder
 Russell Henderson Lingo
 William Barnett Littlejohn, Jr.
 Walter Sylvester Lixey, Jr.
 Christopher Boyd Loughridge
 Gerald Douglas Lowe
 Laurens Pitts Lynn
 John Dacy McCormick, Jr.
 John Louis McCraw
 Bertram Kent McDowell
 Daniel August McDowell
 Lenton Brunson McGill
 Thomas Gordon McLeod, III
 Martin Wilson Machen
 John Richard Mahon, Jr.
 John Vance Meyers
 Ruth Joan Turner Millard
 William Howard Mitchell, Jr.

John Odell Moore
 Marion Felder Moore
 George Raymond Morgan, Jr.
 Daniel Baker Morrison, Jr.
 Randal Earl Mulkey
 Harry Lee Murph, Jr.
 Peter Carlisle Murray
 Robert Charlton Nichols
 William Gairy Nichols, III
 Mark Steven Olencki
 Tommy Mitchell Orr
 Roger Bruce Owen
 Larry Randall Parker
 John David Parsons
 David Wesley Patterson
 Charlotte Read Patton
 Constantine Sotiros Phillis
 Mickie Allen Pierce
 Richard Lee Treffin Pitts
 Kenneth Warren Poe
 John Christopher Pracht, IV
 William Porter Price, III
 Edward Briant Pusey
 Joseph Henry Rainey
 Joseph Heyward Rawl
 John William Reed
 John Rochelle Regan
 John Gatling Riddick, III
 Peter Henry Rivers, III
 James Power Rogers
 John Reynolds Roland
 Frank Dalmon Salters, Jr.
 Cordes Gaillard Seabrook, III
 Torben Seear, Jr.
 Ned Shands
 Harry Olander Shaw, III
 Paul Whitworth Shaw, II
 Dennis Wayne Shedd
 Bruce Stevens Sherer
 Clay Thornton Sherrill
 Phillip Kendall Sinclair
 Charles Michael Smith
 Michael Anthony Smith
 Michael Wayne Sowers
 James Russell Stack
 Paul Riley Stewart
 Hugh Franklin Swingle, III
 John Comer Taylor
 William Albert Taylor
 Edward Palmer Tewkesbury
 Bobby Ray Thompson
 William Stephen Thompson
 William Alfred Tisdale, Jr.
 Andrew George Trakas
 Jeffery Allen Varas
 Louis Frank Vassalle, Jr.
 Shirley Ann Waddell
 Cameron McCrea Wallace
 Joe Henry Watson, Jr.

William Lewis Weede
 Roy Emerson Welch
 Janet Alice Wells
 Craig Braxton Williams
 Craig Stephen Williams

John King Williams
 Dennis Boyd Wingo
 Joel Christopher Wood
 Carl Wayne Wren

Bachelor of Science Degree

William Byron Barber, II
 Herbert Francis Barnhill, II
 Harold Edwards Bell
 Clarence Wilson Boshamer, IV
 Edwin Roof Bouknight
 Joseph Ford Bowers
 Robert Clifford Brannon
 Oscar Lindsay Brogdon, Jr.
 John Dallas Bunch, III
 Richard Lee Carpenter
 Robert Lemont Carpenter
 John Bruce Chapman
 William Herbert Covington
 Jack Eidson Crawford
 Robert Scott Creveling
 Henry Hayne Crum, III
 David Robert Deal
 Robert Scott DeLoach
 Robert Perry DeLorme
 William Sherman Ervin, III
 Dorth Greer Falls, III
 Carroll Joseph Fogle
 Carroll Grey Foley
 Don Lath Freeman
 Larry Dean Gahagan
 Cathy Lynn Giles
 Robert Thomas Harmon
 William Leroy Harvey
 Janice Lyn Holt
 Thomas Pinckney Hutchens
 Tony Crawford Jackson
 Daniel Albert Jepson
 Jake Carson Johnson
 Thomas Jeffrey Kennedy

Joseph Frazier Killen, Jr.
 Gary Carlton Kimsey
 Lawrence Jerome King
 Winfred William Lanier, III
 Richard Mervyn Lowe
 Richard Monroe Lynn
 Katherine Ellis McGrath
 John Franklin Miller
 Clyde Anthony Murchison, III
 George Bryan Nicholson, Jr.
 James Collis Oliver
 Roy Leonard Owens, Jr.
 John Arthur Padgett
 James Hardin Parr
 Michael Lee Patterson
 Charles Michael Pekkala
 Randy Perry
 Kenneth William Phelps
 James Lester Price, Jr.
 Alliston King Reid
 Frank Hilliard Rice, Jr.
 Leonard Cameo Rowe
 Eric Bryan Senn
 Dean Wilkie Shuttleworth
 Jefferson Howard Smith
 Willie George Stevens
 Clarence O'dell Stokes, Jr.
 David White Stroup
 William Preston Turner, III
 Rogers Smith Walker
 John Guy Wilhelm, III
 Clifton Lide Williams, Jr.
 James Richard Williamson
 John Frank Windley

HONORARY DEGREES

James F. M. Hoffmeyer.....Doctor of Divinity
 Chauncey W. Lever.....Doctor of Laws
 R. Alex McCullough.....Doctor of Laws
 I. DeQuincey Newman.....Doctor of Humanities

HONORS IN GRADUATING CLASS**Summa Cum Laude**

Thomas Pressley Crocker	Chauncey Waldo Lever, Jr.
Robert Scott Creveling	John Franklin Miller
Debra Gail Davidson	Daniel Baker Morrison, Jr.
Don Landrum Francis	George Bryan Nicholson, Jr.
Charles McIvor Geddings, III	Charlotte Read Patton
Thomas Pinckney Hutchens	Dennis Wayne Shedd
James Curtis Joyce, Jr.	Rogers Smith Walker
William Paul Keesley	James Richard Williamson

MAGNA CUM LAUDE

George Thomas Allison	George Winston Lane, Jr.
William Byron Barber, II	Laurens Pitts Lynn
Thomas Casey Brittain	John Odell Moore
Oscar Lindsay Brogdon, Jr.	Peter Carlisle Murray
James Robert Callahan	Mark Steven Olencki
Dorth Greer Falls, III	Phillip Kendall Sinclair
Michael Benjamin Hudnall, Jr.	Charles Michael Smith
Jake Carson Johnson	Edward Palmer Tewkesbury

Cum Laude

Herbert Francis Barnhill, II	Constantine Sotiros Phillis
Joseph Ford Bowers	James Lester Price, Jr.
Dennis Alan Coggins	Alliston King Reid
Paul William Greeley, III	Frank Hilliard Rice, Jr.
Miller Kirk Hinshaw, Jr.	Clay Thompson Sherrill
Winfred William Lanier, III	Dean Wilkie Shuttleworth
Richard Monroe Lynn	Michael Anthony Smith
Katherine Ellis McGrath	Clarence O'Dell Stokes, Jr.
James Collis Oliver	William Lewis Weede
Larry Randall Parker	Craig Braxton Williams
Charles Michael Pekkala	

HIGH HONORS IN GOVERNMENT

James Curtis Joyce, Jr.

HONORS IN PSYCHOLOGY

Alliston King Reid

ALGERNON SYDNEY SULLIVAN AWARDS

The Reverend Peter Clark

Peter Carlisle Murray

CLASS OF 1975

A. B. Graduates.....	177
B.S. Graduates.....	68
TOTAL GRADUATES.....	245

NUMBER OF STUDENTS BY STATES 1976-77

Alabama.....	9	Washington, D. C.....	1
California.....	1	Florida.....	46
Connecticut.....	2	Georgia.....	38

Hawaii.....	1	Ohio.....	1
Kentucky.....	3	Pennsylvania.....	1
Louisiana.....	2	South Carolina.....	856
Maine.....	2	Tennessee.....	9
Maryland.....	4	Virginia.....	20
New Hampshire.....	1	Puerto Rico.....	1
New Jersey.....	8		
New York.....	4	Total.....	1134
North Carolina.....	122		

FOREIGN COUNTRIES

Bermuda.....	2
Germany.....	1
Greece.....	1
Iran.....	2
Japan.....	1
Korea.....	1
Portugal.....	1
Total Enrollment.....	1143

STUDENTS ENTERING SEPTEMBER, 1976

New Students	Former Students
(Day 49, Resident 276).....	(Day 10, Resident 7).....
325	17
Transfer Students	Special/Part-time/Non-credit
(Day 44, Resident 35).....	(Day 23, Resident 1).....
79	24
Total.....	445

NUMBER OF SOUTH CAROLINA STUDENTS**By Counties**

Abbeville.....	2	Greenwood.....	6
Aiken.....	14	Hampton.....	1
Allendale.....	2	Horry.....	17
Anderson.....	21	Jasper.....	2
Bamberg.....	4	Kershaw.....	8
Barnwell.....	1	Lancaster.....	6
Beaufort.....	11	Laurens.....	6
Berkeley.....	6	Lee.....	6
Calhoun.....	3	Lexington.....	13
Charleston.....	23	Marion.....	8
Cherokee.....	19	Marlboro.....	5
Chester.....	8	Newberry.....	2
Chesterfield.....	7	Oconee.....	2
Clarendon.....	4	Orangeburg.....	8
Colleton.....	6	Pickens.....	22
Darlington.....	23	Richland.....	58
Dillon.....	2	Saluda.....	2
Dorchester.....	4	Spartanburg.....	360
Edgefield.....	1	Sumter.....	27
Fairfield.....	4	Union.....	13
Florence.....	14	Williamsburg.....	1
Georgetown.....	6	York.....	32
Greenville.....	66		
Total.....	856		

DEGREES CONFERRED 1976**Bachelor of Arts Degree**

George Holaday Adams
 Clay Thomas Allen
 Maria Alida Anderson
 Alvin Riley Bailey, Jr.
 Carol Dean Barnes
 Paul Buckner Bell, Jr.
 Rebecca Babb Bevell
 James Cleveland Blanton, III
 Michael Esley Bowers
 Henry Andrew Brown, III
 Michael Steven Brown
 Robert Charles Brown
 James Lowery Bullard
 John Henry Burchstead
 Essley Buren Burdine, Jr.
 Charles Baxter Burnette, III
 William Bundy Bynum
 Peter Barrow Cagle
 John Waring Campbell, Jr.
 Smallwood Graham Carroll
 Paul Conway Carter, III
 John Robin Casey
 Richard Morton Christian, Jr.
 Allen Odell Clark, Jr.
 Robert Adams Clarkson
 John Cleveland Cobb
 Dallas Simmons Cone, III
 Benjamin Harold Correll
 Boyd Alexander Correll
 Aubrey Willard Crawford
 Gary Edwards Creighton
 Michael Ray Cunningham
 William Louis Cuninghame
 Charles William Darnell
 Mack Arthur Davis
 Carolyn Moss Dawkins
 William Roy Deal
 Neil David Demaree
 Archie Leroy Ellison
 Mack Cely Elrod, Jr.
 William Franklin Evans
 Risher Rainey Fairey
 Collie Brent Feemster
 Hans Rudolph Forster
 James Howard Foster
 Cynthia Thompson Fox
 Lucius Barrington Foy
 James Benjamin Galloway
 John Millen Galloway, III
 John Wilson Gandy
 Phillip Keith Gillespie
 Clifford Russell Gilmer
 Richard McKinley Glow
 James Hayden Grayson
 Max Dean Greene

James Mark Greenway
 John Riley Grier
 Jefferson Davis Griffith, III
 Harry Charles Grothjahn, III
 St. Clair Prothro Guess, III
 William Carmichael Hague
 David Glenn Hamilton
 Ted Bishop Hammett, II
 Ralph Shelby Hanna
 Robert Dudley Harrell
 Daryl Gene Hawkins
 Michael Eugene Henline
 Jeffrey Richard Herbert
 Christopher Columbus Hindman, IV
 John Mack Holland, III
 Judson Johnson Holliday
 Charles Davis Hollis, III
 Joseph Henry Howard
 George Jackson Hughes, Jr.
 Stephen Drake Hurst
 Larry Hyder
 Michael Jeffrey Ilderton
 Clarence David Jackson, Jr.
 Julius William Dayo Jackson
 Frank Gentry Jarrett
 Barney Lewis Jones
 Lawrence Greene Joyner
 Larry Douglas Kears
 Joseph Henry King, Jr.
 Coleman Yorke Lawson
 Harold Joseph LeMond, Jr.
 Mark Henry Lee
 Cullen Carrington Leigh
 Franklin DeWitt McCoy
 Russell Austin McCoy, III
 Duncan Frank McGougan, III
 Frank Eugene McKinney
 David Harleigh Mangum
 William Lee Davidson Marion
 Robert Worthington Mays
 Frank Breeden Miller
 Donald Joseph Modenbach
 Daniel Boone Moser, Jr.
 Steven Wayne Mosley
 Steven Lee Nance
 Eugene LeRoy Nettles, Jr.
 Arthur Robert Nix
 William Beam Noblitt
 Stephen King Nodell
 Christopher DeWitt O'Dell
 Wofford Collins O'Sullivan
 Franklin Baxter Pack
 Mitchell DeBerry Palles, Jr.
 Philip Hoke Pittman
 Alan Dale Powell

James Michael Powell
 Michael O'Herron Rankin
 Lonnie Earl Rector
 John Robert Reynolds, Jr.
 Benjamin Richter
 James Dale Roddey
 Walter Gildo Rolandi
 Steven Edgar Rowe
 Lewis Peter Saras
 Thomas Edward Shealy
 Hoyt Walter Shore, Jr.
 David Sylvester Slater
 Cynthia Lynn Smith
 Franklin Eleazer Smith
 John Eddie Smith, Jr.
 Leroy Anthony Smith
 Roy Ferrel Smith, Jr.
 David McCord Smythe
 George Roberts Sperling
 John Stokes Springs
 Richard Anderson Steadman, Jr.

Marshall Suber
 Frankie Earl Sutherland
 John Mark Taylor
 Robert Browne Thomson
 Gregory Lee Troutman, Jr.
 David Hampton Tyner
 Samuel Riley Venning
 Thomas William Vinegar, Jr.
 Gerald Fletcher Walch
 Claude Townes Walker, III
 Keith Charles Walker
 Steven Andrew Walker
 Walter Pinckney Way, III
 Jerry Randall Welchel
 Richard Herbert Wheelchel
 John David Whisenhunt, Jr.
 David Anderson White
 Carol Ann Cudd Wingo
 Ronald Holt Wrenn
 John Bundy Yorke

Bachelor of Science Degree

Phillip Gordon Abdelnor
 John Marshall Allen
 Paul Frederick Atkinson
 Kerry Lee Baker
 Lanny Wayne Balentine
 Vicki Teaster Banks
 William James Bannen, III
 Benjamin Boines Blackmon, Jr.
 Philip Dean Browning
 Oliver Kent Cecil, Jr.
 Daniel Scott Cleland
 Hampton Wade Collins, III
 Celia Maureen Compton
 Richard Sheffield Covington, Jr.
 James Mack Cubbage, Jr.
 David Clyde Culp
 John Mark DeLoach
 Robert Young Dewar, Jr.
 Philip Brent Elledge
 Steve Dennis Farrow
 Stephen Floyd Fisher
 Troy Belser Gamble, Jr.
 Ronald Craig Gardner
 Larry Edward Gavin
 Paul Winter Giddings
 Joe Lane Greenlee, Jr.
 John Chester Groblewski, Jr.
 Bruce Ward Hackett
 Darcy Vance Harris
 Cynthia Hart
 Hugh Mack Hill, II
 Gregg Weedon Howell
 James Everette Hutto

Paul Bailey James
 Thomas Lloyd Jackson
 Gerald Kenneth Johnson
 Garfield Henry Keaton
 James Randolph Kelley
 Christine Carolyn Kopf
 Richard Philip Kump
 Ann Denise Lee
 Edward Donald McKinney, Jr.
 John Robert McLain
 Marilyn Coudert Marzo
 James Harold Medley
 Michael Wayne Myers
 Richard Brooks Neches
 Michael Henry Owens
 Edmund Cole Parsons
 Walter Linwood Pendergrast, Jr.
 Lee Roy Perry, Jr.
 John Jacob Priester
 Philip Noel Render
 Charles Cottrell Rhodes
 Phillip Rick Satterfield
 Roy LaVal Sawyer
 John Franklin Shumaker, Jr.
 Herbert Randall Squires
 John Robert Tinsley
 Forrest Holt Truitt
 Louis Westfield Turnage, Jr.
 Michael Anthony Uhall
 Charles David Williams, III
 Melody Kay Wood
 Philip Maton Young

HONORARY DEGREES

James Alfred Chapman, Jr.Doctor of Laws
Peggy Thomson GignilliatDoctor of Humanities
Larry Artope JacksonDoctor of Literature
Edward Lewis TullisDoctor of Divinity

**HONORS IN GRADUATING CLASS****Summa Cum Laude**

Clay Thomas Allen	Troy Belser Gamble, Jr.
Paul Frederick Atkinson	Phillip Keith Gillespie
Benjamin Boinest Blackmon, Jr.	Gerald Kenneth Johnson
James Cleveland Blanton, III	Frank Eugene McKinney
Robert Charles Brown	Richard Brooks Neches
William Bundy Bynum	Eugene LeRoy Nettles, Jr.
Daniel Scott Cleland	Herbert Randall Squires
Mack Arthur Davis	David Hampton Tyner
Neil David Demaree	

Magna Cum Laude

Alvin Riley Bailey, Jr.	Marilyn Coudert Marzo
Charles Baxter Burnette, III	Thomas Edward Shealy
Philip Brent Elledge	Steven Albert Skinner
John Wilson Gandy	John Robert Tinsley
Ronald Craig Gardner	Louis Westfield Turnage, Jr.
John Riley Grier	Michael Anthony Uhall
Cynthia Hart	Charles David Williams, III
Thomas Lloyd Jackson	Carol Ann Cudd Wingo
Edward Donald McKinney	John Bundy Yorke
William Lee Davidson Marion	

Cum Laude

Maria Alida Anderson	John Robert McLain
Vicki Teaster Banks	Robert Worthington Mays
Carol Dean Barnes	Edmund Cole Parsons
John Waring Campbell, Jr.	Alan Dale Powell
Max Dean Greene	Charles Cottrell Rhodes
Jefferson Davis Griffith, III	Walter Gildo Rolandi
John Mack Holland, III	Roy Ferrel Smith, Jr.

HIGH HONORS IN BIOLOGY

Kerry Lee Baker	John Franklin Shumaker, Jr.
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HIGH HONORS IN HISTORY

Clay Thomas Allen

HIGH HONORS IN SOCIOLOGY

John Mark Taylor

ALGERNON SYDNEY SULLIVAN AWARDS

Lt. Col. Byrd Smith	Robert Worthington Mays
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CLASS OF 1976

A.B. Graduates	151
B.S. Graduates	65
TOTAL GRADUATES	216

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